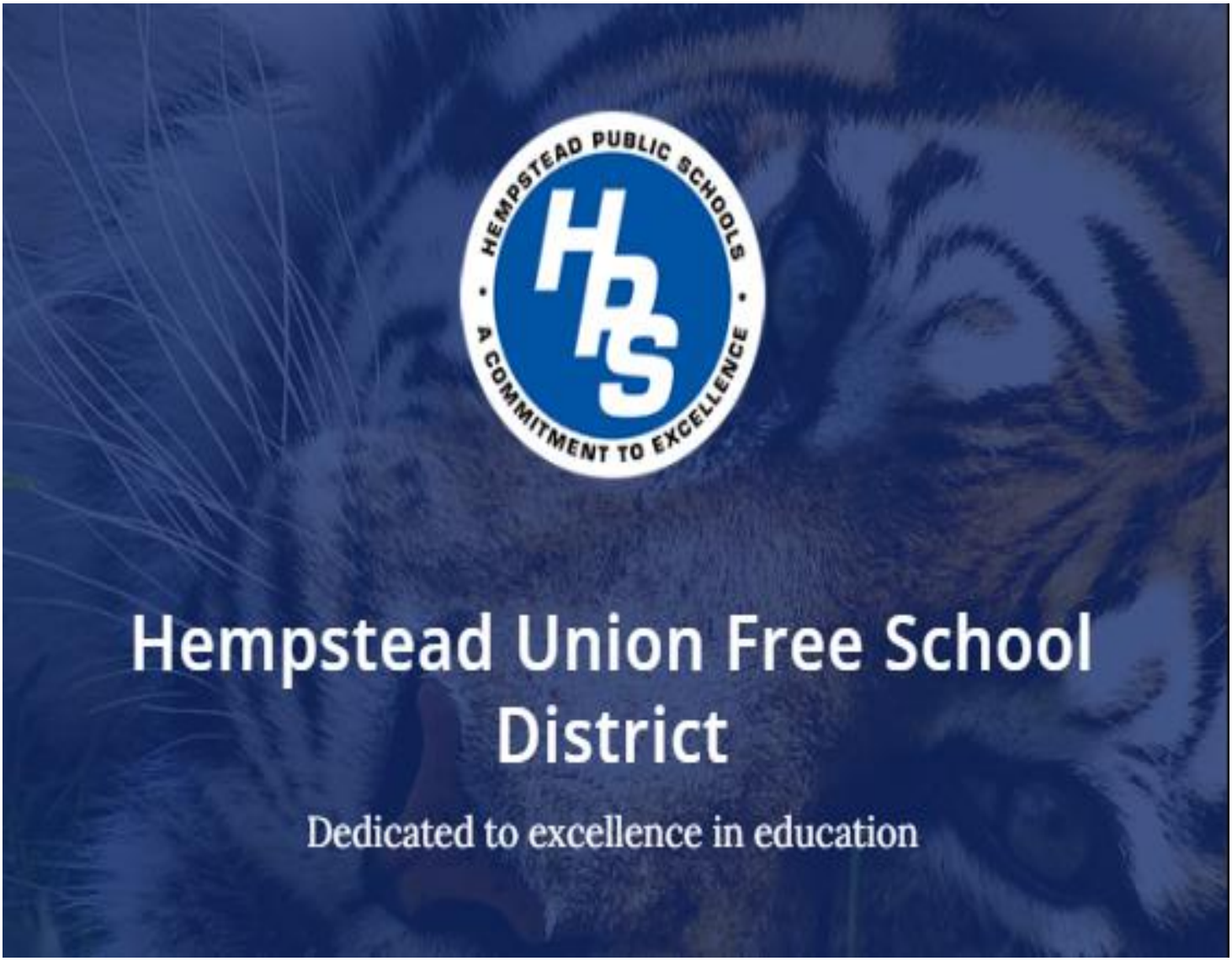
HEMPSTEAD HIGH SCHOOL STUDENT HANDBOOK



Hempstead School District

Board of Education

Mr. Victor J. Pratt ..... President
Mr. Jeffery Spencer ..... Vice President
Mr. LaMont E. Johnson ..... Trustee
Mrs. Elise Nicholson Dukes ..... Trustee
Mrs. Joylette Williams ..... Trustee
Ms. April Keys ..... District Clerk

Central Administration

Gary Rush ..... Interim Superintendent of Schools
Rodney Gilmore, Ed.D..... Associate Superintendent for Human Resources
James E. Clark ..... Assistant Superintendent for Pupil Personnel Services
Jamal Scott ..... Assistant Superintendent for Business & Operations
Djuana Wilson .... Assistant Superintendent for Special Education & Direct Student Services
Richard Brown .... Acting Assistant Superintendent for Curriculum Instruction
Williams Johnson ..... State Monitor

High School Administrators

Dr. Stephen Strachan .....Principal
Ms. Kristen Kelly ..... Assistant Principal
Ms. Natalia Reyes ..... Assistant Principal
Ms. Sionery Villar .....Assistant Principal
Mr. Carey Gray ..... Assistant Principal
Mr. Glenn O'Neil ..... Dean of Students
Ms. Jennifer Garcia ..... Dean of Students

Guidance Counselors

Jared Weir ..... Guidance Counselor
Marsha Hutchinson ..... Guidance Counselor
Genevive Edwards ..... Guidance Counselor
Ruth Gilbaud ..... Guidance Counselor
Veronica Ortiz ..... Guidance Counselor
Matthew Cuty ..... Guidance Counselor
Lourdes Ulloa ..... Guidance Counselor

ADMINISTRATION & SCHOOL OVERVIEW:

- Welcome Letter
- Mission Statement/Vision/Alma Mater
- Whom to Contact
- School Calendar & Bell Schedules

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- Graduation Requirements
- Course Schedule Changes
- Grading Policy
- Honor Societies
- College and Career Readiness Resources

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- Social-Emotional Support/ Mental Health
- Special Education/ IEP Services
- Health Office & Medication
- College Application Assistance
- Working Papers

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- School Rights and Responsibilities
- Progressive Discipline Ladder
- Search & Seizure/ Surveillance
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ATTENDANCE & TARDINESS

- Absences (Excused vs. Unexcused)
- Intervention Procedures
- Class Cuts
- Credit Denial Guidelines

SCHOOL LIFE:

- Dress Code
- Lockers
- Cell Phone Policy
- Lunchroom & Bus Behavior
- Assemblies / Hall Passes

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- Eligibility Policy
- Athletics Code of Conduct
- Music & Drama Participation Code

TECHNOLOGY & MEDIA:

- Acceptable Use Policy
- Library Media Center Services
- Grading Policy
- Digital Citizenship & Cyberbullying

Welcome Back to the 2025–2026 School Year

Dear Parents, Guardians, and Students,

Welcome to Hempstead High School! We are excited to begin the 2025–2026 school year with great enthusiasm and high expectations. Whether you're joining us for the first time or returning for another year, I extend a warm welcome to each of you as we embark on another journey of learning, growth, and achievement.

Hempstead High School is a comprehensive high school with a proud tradition of academic excellence, athletic achievement, and strong community involvement. Our students benefit from an extensive variety of academic courses, athletic programs, and extracurricular activities, all supported by a talented and deeply committed staff.

At the core of all we do are our **Core Values and Beliefs**:

- **Preparation**
- **Passion**
- **Personal Growth**

These principles guide our mission: to connect students with their passions, foster their personal development, and prepare them for success in a dynamic and ever-changing world.

Academic and Enrichment Opportunities: As you explore our **HHS Programs and Course Catalogues** (available under the "Documents & Links" tab), you'll see the depth and diversity of opportunities available to our students. Whether your interests lie in the sciences, the arts, leadership, or athletics, there is a place for every student to thrive and be challenged. Our goal is to personalize each student's educational path while instilling the confidence and character needed for success.

Code of Conduct and School Culture: Our **Code of Conduct** outlines the high expectations we hold for all members of our learning community. As Tigers, we are committed to being:

- **Honorable**
- **Respectful**
- **Responsible**

These values help us build a school culture that is safe, inclusive, and focused on learning. We believe that by doing our best work today, we lay the foundation for future excellence.

Important Update: Cell Phone-Free School Environment

As many of you know, the **New York State Department of Education** has implemented a new **statewide law** requiring all public schools to enforce a **cell phone-free learning environment** beginning in the 2025–2026 school year.

At Hempstead High School, we are fully committed to complying with this mandate while maintaining a positive and supportive environment for our students. To facilitate this change:

- **Cell phone lockers** will be surface-mounted throughout the school for secure storage.
- Students bringing unapproved electronic devices to school do so **at their own risk**. We cannot be responsible for lost or damaged devices.
- We encourage all families to discuss this policy at home to ensure student understanding and cooperation.

To support your preparation, we have made available the **full Cell Phone Policy** and a list of **Frequently Asked Questions** on our website. If you have additional concerns or would like to schedule a visit to our campus, please don't hesitate to contact us.

We look forward to partnering with you to make this school year one of the most successful and enriching yet. Together, we will continue building a strong academic foundation, encouraging student excellence, and fostering a culture of integrity and growth.

Welcome back and Go Tigers!

Sincerely,
Dr. Stephen Strachan
Principal
Hempstead High School

ADMINISTRATION & SCHOOL OVERVIEW:

HEMPSTEAD PUBLIC SCHOOLS MISSION STATEMENT

A Long Island model suburban-urban culturally diverse public school system is to ensure that students achieve personal growth and academic success and become productive citizens in a global society, by engaging students, staff, family and community in a comprehensive, challenging curriculum and effective instructional program which responds to each student's needs and aspirations in a safe and nurturing environment.

HEMPSTEAD PUBLIC SCHOOLS VISION STATEMENT

Hempstead Public School students will meet and exceed state and national standards, be college and workforce-ready, and value diversity.

HEMPSTEAD HIGH SCHOOL MISSION STATEMENT

The mission of Hempstead High School, a culturally diverse community, is to provide students with a safe, progressive, and disciplined learning environment that is academically challenging, safe, and secure; this will be accomplished through excellence in teaching and learning in partnership with family and community to ensure that students become productive citizens in a global community.

La misión de la Escuela Secundaria de Hempstead, una comunidad diversa culturalmente, es la de proveer a los estudiantes con un ambiente académico progresivo y disciplinario que motiva, es sano y seguro, esto se llevara a cabo a través de una excelencia en la enseñanza y en el aprendizaje; en asociación con la familia y la comunidad para asegurar que los estudiantes se conviertan en ciudadanos productivos en un ambiente global.

HEMPSTEAD HIGH SCHOOL

Alma Mater

Come sing to Hempstead High
All hail to her glory
Her praises testify
In the beauty of her story
Raise high her banner too
Proudly the white and blue
Waves to our fervent cry
Alma Mater, Hempstead High

School Mascot: TIGER

School Colors: Royal Blue and White

WHOM TO CONTACT

Absences from the School	Attendance Office
Work Study Program	Ms. Byrd-Watkins
Community Resources	Guidance
Early Dismissal	Attendance Office
Emergencies	Administrative Assistants
Grades	Teachers or Guidance Counselor
Graduation Requirements	Guidance Counselor
Health Questions	Nurse
Homework	Teacher
Lateness to the School	Attendance Office
Library Materials	Library Media Center
Lockers	Library Media Center
Lost and Found	Dean's Office or Main Office
Occupational Education Guidance	College and Career Center
Programming	Guidance Counselor
Report Cards	Guidance Counselor
Transcripts	Ms. Little

QUICK REFERENCE GUIDE

Accident Reports
Administrative Office/Nurse

Announcements
Main Office-Prior to 9 AM

Athletics
Mr. Perez- "C" Building - Gym

Attendance Information/Excuse Notes
Attendance Office Building "A"-1A

Bullying/Harassment/Discipline
Dean's Office-2nd floor-"B" Building

Change of Address/Phone Number
Attendance Office "A" Building - 1A

Check out of the school.
Attendance Office "A" Building - 1A
Testing
Clubs and Student Activities
Kristin Kelly, Asst. Principal "A" Building - 2B

Illness
Nurse's Office-1st floor "C" Building

Lost and Found
Main Office-2nd floor "B" Building

Parent/Teacher Conferences
Guidance-2nd floor "B" Building

Payment for lost books
Library Media Center-2nd floor "B" Building

Pre-Arranged Absence
Attendance Office "A" building - 1A

SAT
Ms. Little-Guidance-2nd floor "B" Building
ACT
Ms. Little-Guidance- 2nd floor "B" Building

Scholarships
Nathalie Placid "B" Building. - B 201

Sionery Villar, Asst. Principal "A" Building - 3A

Transfers/Withdrawals
Guidance-2nd floor "B" Building

Transportation
Pupil Personnel Services 434-4000

Hempstead High School Bell Schedule

Regular Bell Schedule			
Block A 1	7:30AM	8:50AM	80 Min
Home Room Block 2	8:53AM	9:03AM	10 Min
Block B 3	9:06AM	10:26AM	80 Min
Lunch A 4	10:26AM	11:06AM	40 Min
Block C 5	10:29AM	11:49AM	80 Min
Block D 6	11:06AM	12:26PM	80 Min
Lunch B 7	11:49AM	12:29PM	40 Min
Block E 8	11:52AM	1:12PM	80 Min
Block F 9	12:29PM	1:49PM	80 Min
Team Meetings 1	1:49PM	2:25PM	36 Min
Lunch C 10	1:12PM	1:52PM	40 Min
Block G 11	1:52PM	3:12PM	80 Min
Team Meetings 2	3:12 PM	3:48PM	36 Min

Extended Wednesday

Period	Beginning	End	Length
Modified Bell Schedule			
Block A 1	8:00AM	9:10AM	70 Min
HOMEROOM	9:13AM	9:23AM	10 Min
Block B 3	9:26AM	10:36AM	70 Min
Lunch A 4	10:36AM	11:16AM	40 Min
Block C 5	10:39AM	11:49AM	70 Min
Block D 6	11:16AM	12:26PM	70 Min
Lunch B 7	11:49AM	12:29PM	40 Min
Block E 8	11:52AM	1:02PM	70 Min
Block F 9	12:29PM	1:39PM	70 Min
Lunch C	1:02PM	1:42PM	40 Min
Block G 11	1:42PM	2:52PM	70 Min

Important Notes

Teacher A 7:25 AM-2:25 PM
Teacher B: 8:48 AM-3:48 PM
3 Minute Passing
Lunch: 40 Minutes
PLC-36 Minutes

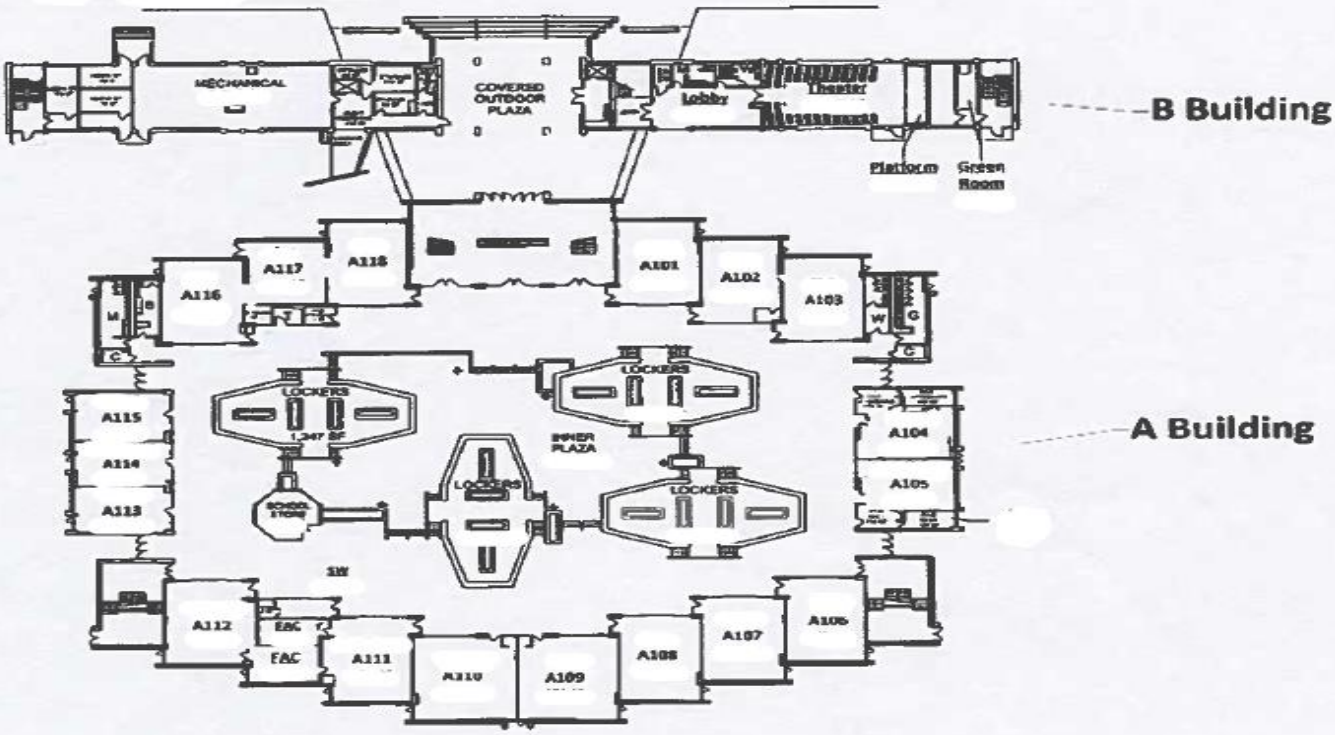
Half Day Bell Schedule

Period	Beginning	End	Length
1	8:00 A.M.	8:40 A.M	40 min
Advisory Block 2	8:43 A.M.	8:48 A.M.	5 min
3	8:51 A.M.	9:31 A.M.	40 min
5/6	9:34 A.M.	10:14 A.M.	40 min
8/9	10:17 A.M.	10:57 A.M.	40 min
11	11:00 A.M	11:40 A.M	40 min

Teacher Report: 7:55 A.M.
Teacher Lunch: 11:40 A.M.- 12:20 P.M.
Professional Development: 12:30PM – 3:00PM

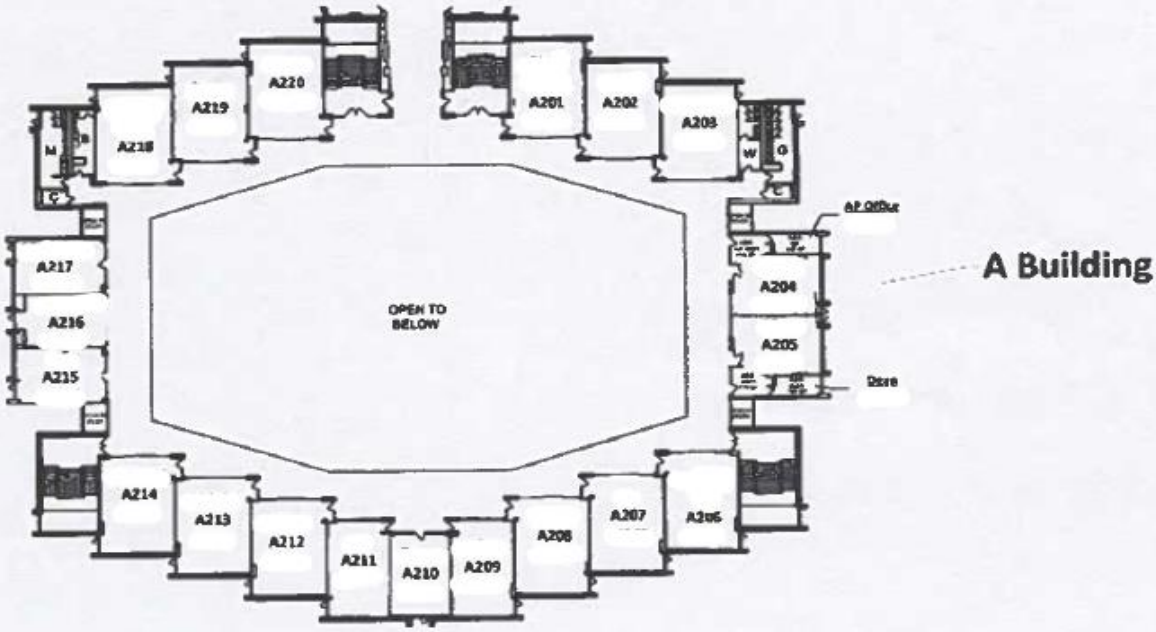
Hempstead High School

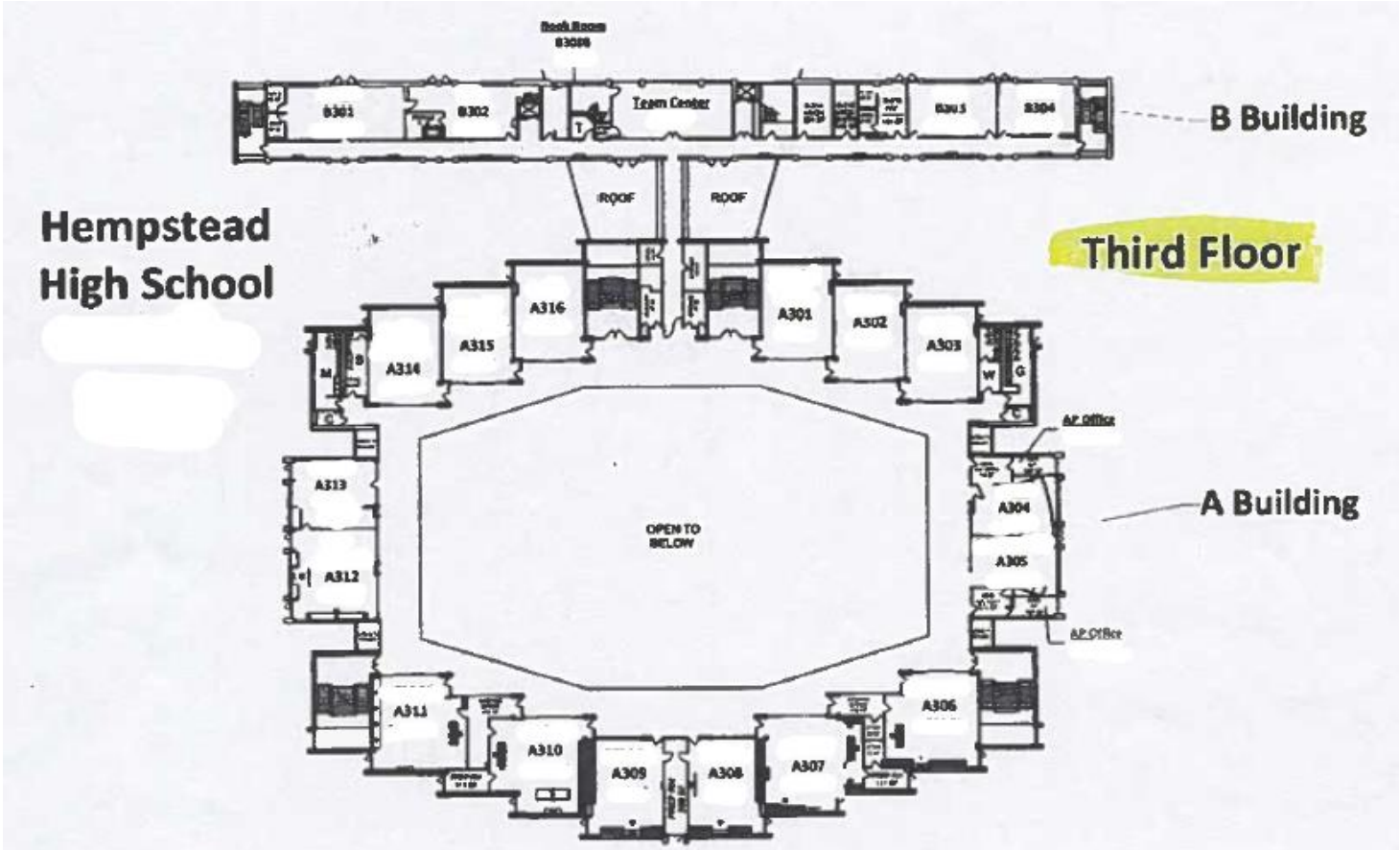
First Floor

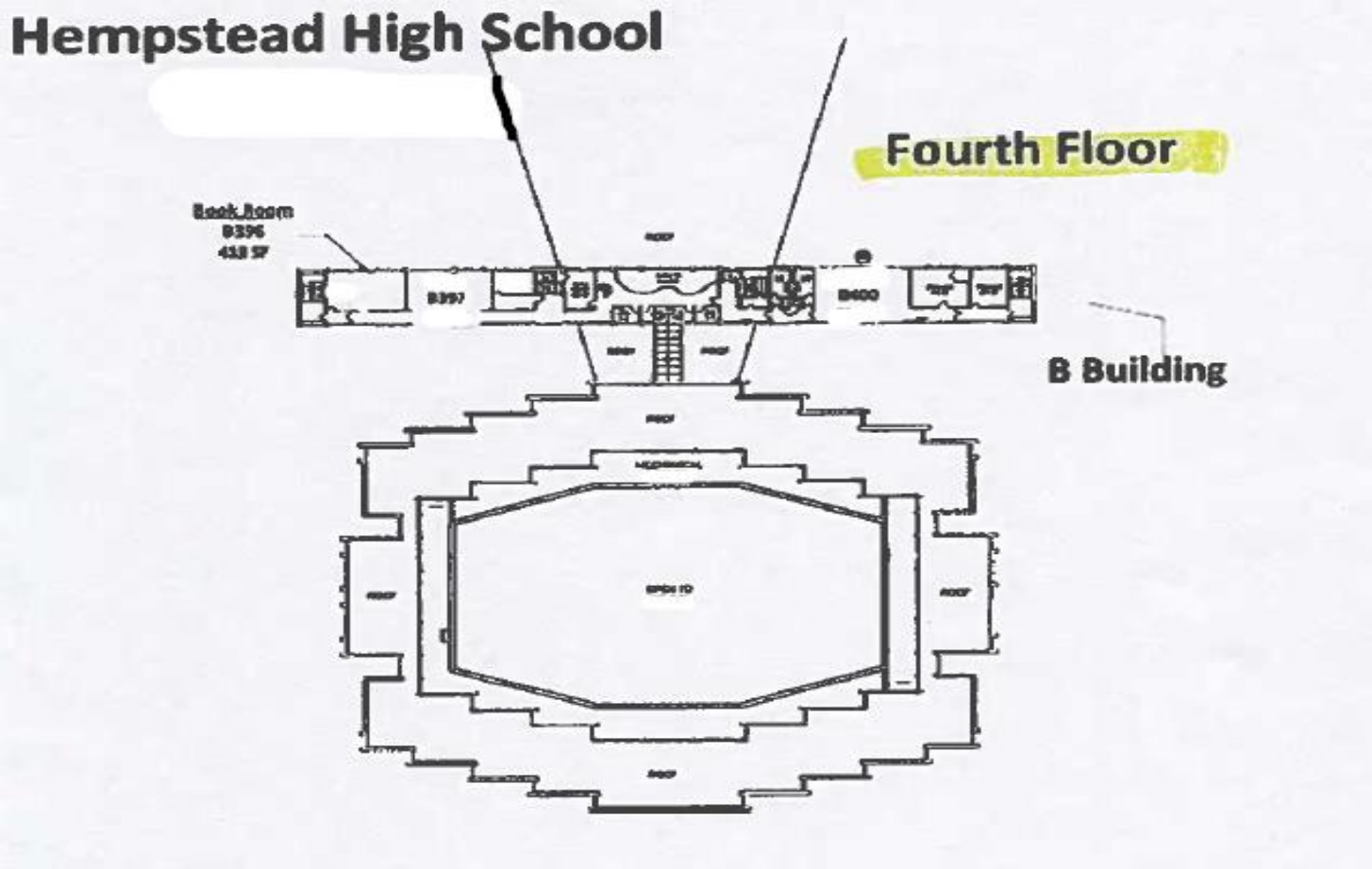


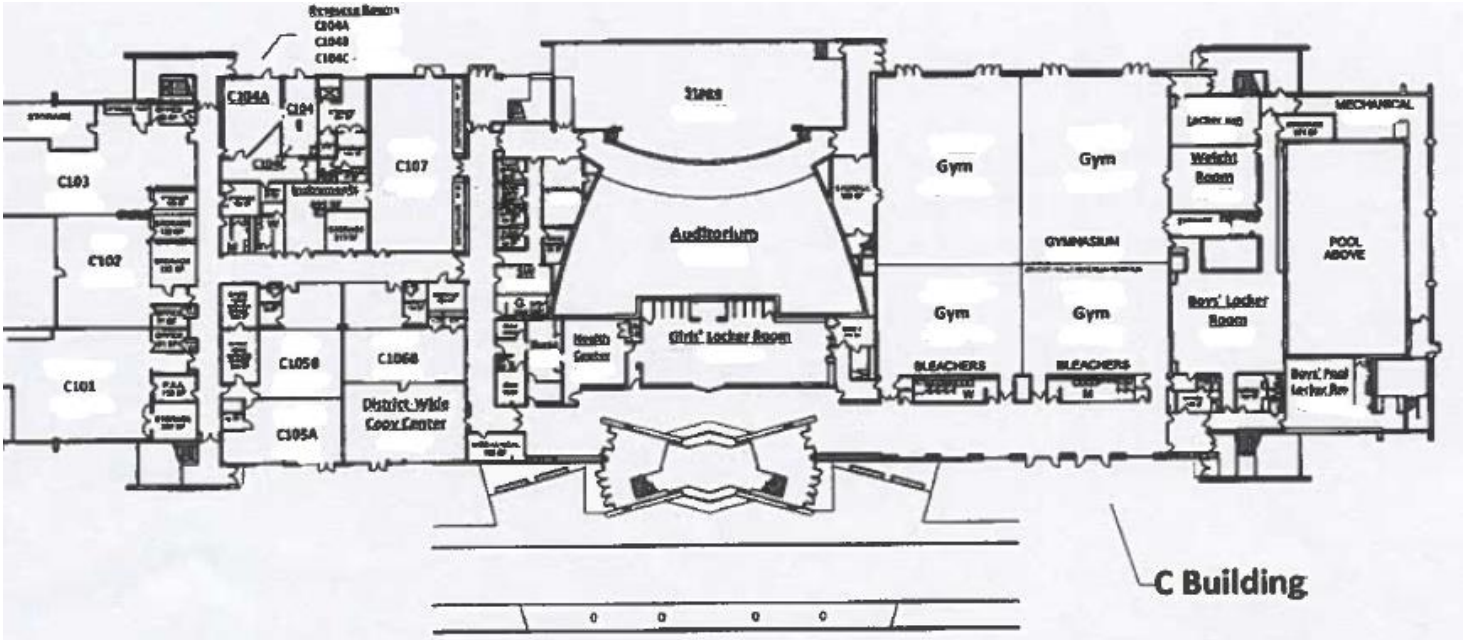
Hempstead High School

Second Floor



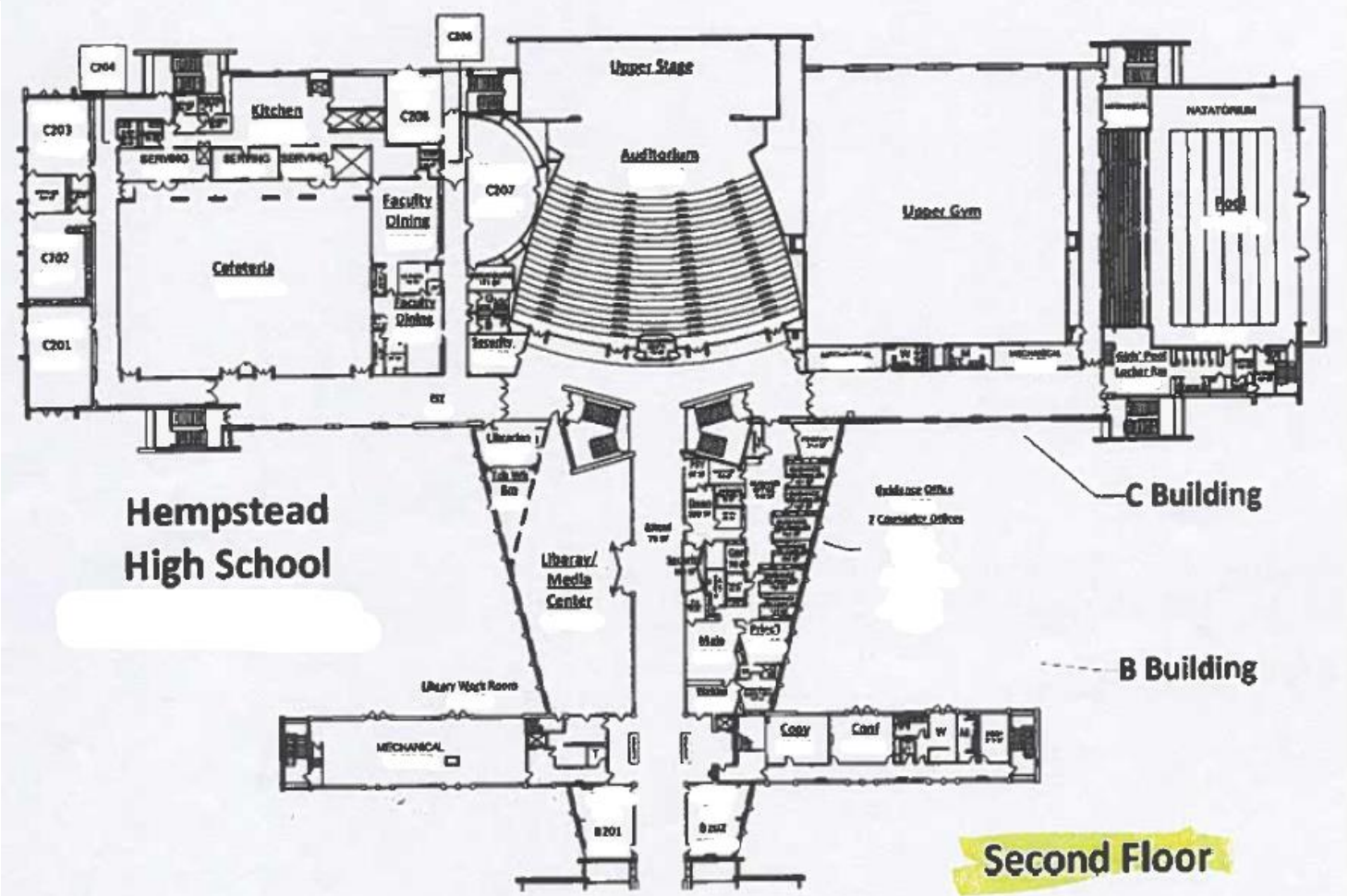

Hempstead
High School
Third Floor
B Building
A Building
Team Center
ROOF
ROOF
A316
A315
A314
A301
A302
A303
A313
A312
A304
A305
OPEN TO
BELOW
A311
A310
A309
A308
A307
A306


Hempstead High School
Fourth Floor
B Building



Hempstead High School

First Floor



Hempstead High School

Second Floor

2025-2026 Summary Calendar

TOTAL DAYS FOR STUDENTS = 181 TOTAL DAYS FOR TEACHERS = 183

2025-2026 Calendar - Revised February 26, 2025

JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST T=2 S=0						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER T=19 S=19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER T=21 S=21						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER T=17 S =17						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER T=15 S=15						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY T=19 S=19						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY T=15 S=15						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH T=22 S=22						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL T=15 S=15						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY T=19 S=19						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE T=19 S=19						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Aug. 27 - 28	Supt. Conf. Day School Closed for Students
Aug. 29 . Sept 1	Closed for Labor Day
Sept. 2	First Day of School for Students
Sept. 23 - 24	Closed for Rosh Hashanah
Oct. 2	Closed for Yom Kippur
Oct. 13	Closed for Columbus Day
Nov. 4	Professional Dev.Day-1/2 Day for Students
Nov. 11	Closed for Veterans Day
Nov. 13	PreK & K Conf. Day-Half Day for Students
Nov. 17	Conf.Day-Elementary-Half Day for Students
Nov. 18	Conf. Day-Secondary-Half Day for Students
Nov. 26	1/2 Day (District Wide Evacuation Drill)
Nov. 27-28	Closed for Thanksgiving Recess
Dec. 22-Jan.2	Closed for Holiday Recess
Jan. 19	Closed for MLK Holiday
Jan. 20-23	January Regents
Feb. 2	Conf.Day-Elementary-Half Day for Students
Feb. 3	Conf. Day-Secondary-Half Day for Students
Feb. 4	PreK & K Conf. Day-Half Day for Students
Feb. 16-20	Closed for Winter Recess
Feb. 17	Closed for Luna New Year
Apr. 2	1st Snow Day (otherwise school closed)
April 3-10	Spring Recess
May. 4	PreK & K Conf. Day-1/2 Day for Students
May. 5	Conf. Day-Elem./Bil./ENL-1/2 Day for Students
May. 6	Conf.Day-Second./Bil/ENL-1/2 Day for Students
May 11-21	NYSESLAT Listening, Reading, Writing
May. 22	2nd Snow Day(otherwise school closed)
May. 25	Closed for Memorial Day
June 9-10	New Regents in Algebra II /Chemistry/ Physics
Jun. 17-26	June Regents Exams
Jun. 19	School Closed for Juneteenth
Jun. 26	Last Day of School. Early Dismissal for students only.

Inclement Weather Make-Up Days	
Apr. 2	1st. Snow Day (otherwise school closed)
May. 22	2nd. Snow Day (otherwise school closed)

	First and Last Day of School
	Superintendent Conference Days
	School Closed
	Parent/Teacher Conference Dates
	Professional Development Day
	Testing Dates
	District Wide Evacuation Drill
	Snow Days

ACADEMICS:

GRADUATION REQUIREMENTS:

New York State Graduation Requirements

Understanding Current New York State Diploma Requirements

To earn a NYS diploma, students must meet credit and exam requirements. These requirements are separate and distinct and do not have to happen simultaneously.

Note: School districts may create diploma requirements in addition to those required by the NYS Education Department (NYSED).

Credit Requirements

This table shows the number of credits required for each subject. It's important to note in most subjects, students choose the courses they want to take to meet the minimum requirements.

	Minimum number of credits
English	4
Social Studies *Distributed as follows:* *Global History and Geography (2)* *U.S. History (1)* *Participation in Government (½)* *Economics (½)*	4
Science *Distributed as follows:* *Life Science (1)* *Physical Science (1)* *Life Science or Physical Science (1)*	3
Mathematics	3
World Languages	1*
Visual Art, Music, Dance, and/or Theater	1
Physical Education *(participation each semester)*	2
Health	0.5
Electives	3.5
Total	**22**

* Students with disabilities may be excused from the requirement for 1 unit of credit in World Languages if indicated on their IEP, but they must still earn 22 units of credit to graduate.

Exam Requirements

In addition to the 22 units of credit, students must also meet the NYS exam requirements to earn a diploma.

To meet the exam requirements, students must pass 4 exams + 1 pathway. All students must pass one exam (Regents exam or Department-approved alternative) in each of the four subject areas (English, mathematics, science, social studies) plus one pathway.

4

One Regents exam or Department-approved alternative in each of the subject areas:

ELA | math | science | social studies

+ 1

Pathway

Note: If students are not able to earn a passing score of 65 on Regents exams, they may be eligible for Appeals, Safety Nets, and/or Superintendent Determination. Additional information can be referenced in The New York State Graduation Requirements: Additional Options flyer.

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Pathway Requirements

Multiple pathways allow students choice in the exams they pass to earn a diploma. To complete a pathway, students must:

Arts Pathway	Earn a passing score on a Department-approved pathway exam in the Arts to earn the Arts pathway
CDOS (Career Development and Occupation Studies) Pathway	Complete 216 hours of CTE coursework that includes a minimum of 54 hours of Work Based Learning and complete a career plan and an Employability profile, or pass a Department-approved CDOS pathway exam
CTE (Career and Technical Education) Pathway	Successfully complete a Department-approved CTE program, including 3-5 CTE courses and earn a passing score on the 3-part technical exam
Humanities Pathway	Earn a passing score on one additional Regents exam or Department-approved alternative in English or social studies
World Languages Pathway	Earn a passing score on a Department-approved pathway exam in a world language
STEM (Science, Technology, Engineering, and Mathematics) Pathway	Earn a passing score on one additional Regents exam or Department-approved alternative in mathematics or science

Diploma Types

There are currently three types of high school diplomas: local, Regents, and Regents with Advanced Designation.

Local

All diploma types require students to earn 22 units of credit as outlined in the credit table. Students who meet the credit requirements and use appeals, safety nets, or Superintendent Determination to meet the exam requirements typically earn a local diploma.

Regents

Students who meet the credit requirements and earn passing scores on all required exams earn a Regents diploma. Students can appeal one Regents exam no more than 5 points below passing (60-64) and still earn a Regents diploma.

Regents with Advanced Designation

Students who meet the credit requirements, earn passing scores on all required exams including 2 additional math and 1 additional science, and complete a sequence in LOTE, the Arts, or CTE, earn a Regents diploma with Advanced Designation.

Resources

- General Education and Diploma Requirements
- New York State Diploma Requirements
- New York State Diploma/Credential Requirements
- Commissioner's Regulations (8 CRR-NY §100.5, Diploma Requirements)

Questions?

Contact the Office of Curriculum and Instruction at emscgradreq@nysed.gov or (518)474-5922

GRADE POLICY

The Board of Education acknowledges a significant connection between class attendance and student academic performance. Therefore, students are expected to attend all scheduled classes. Consequently, each marking period, a student's final grade may be based on both classroom participation and the student's performance on homework, tests, papers, projects, and other assignments. Consistent with the importance of classroom participation, unexcused ATEDs will affect a student's class participation grade for the marking period.

At the high school level, any student with more than nine unexcused ATEDs for one-half year or 18 unexcused ATEDs for a whole year may not receive credit for that course. However, students with properly excused ATEDs may make up the work for each ATED, and those ATEDs will not count toward the minimum attendance standard.

To ensure that parents and students are aware of the implications of this minimum attendance requirement, the teacher or attendance department staff will advise the student and contact the parent(s) by telephone and mail at appropriate intervals before the student reaches 10 unexcused absences in any class. Parents shall be notified by mail after the third unexcused absence.

In implementing the policy set forth above, students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lessons, field trips) must arrange with their teachers to make up any work missed. This also applies to any student who is absent, tardy, or leaves early from school or a class due to illness or any other excused reason.

It cannot be overstated: a student's attendance will be factored into the class participation portion of the course grade for each marking period. To determine final course grades, students who have an unexcused absence will not be afforded the class participation portion of the grade for that day, which may adversely affect a student's overall Grade Point Average (GPA) and later influence college admissions.

MAKE-UP WORK

Students who are unable to attend school or a class on a given day due to their participation in a school-sponsored activity (i.e., music lesson or field trip) may, within three school days, arrange with their respective teachers to make up any missed assignments. This also applies to any student who is absent, tardy, or leaves early from school or a class due to illness or any other excused reason.

Upon return to school, all students/parents with an excused ATED are to consult with their teacher(s) regarding missed work and/or tests. Only students with excused ATEDs will be allowed to make up a test or other missed work and/or submit a late assignment for inclusion in their final grade. The student must arrange to make up work within three school days or by a date specified by the student's teacher for the class in question.

SCIENCE LAB REQUIREMENTS:

The New York State Regents Examination has a laboratory requirement that requires each teacher to certify that the student has engaged in at least 30 laboratory activities, each lasting 40 minutes, and has submitted a satisfactory written report of these activities.

VALEDICTORIAN AND SALUTATORIAN:

In determining the valedictorian and salutatorian, the principal and his committee review the academic records of the seniors after the fall semester of their twelfth-grade year. If, however, there is no clear distinction in educational achievement, the determination is not made until the end of the third marking period. To be considered for the distinction of Valedictorian or Salutatorian, a student must have been in attendance at Hempstead High School for four semesters of the seven used in this process. Students who receive approval to graduate early will not qualify for these honors.

INTERIM REPORTS:

Interim reports are available on the parent portal (internet) at the midpoint of each marking period. The report will indicate the quality of the student's performance in each class and suggestions for improvement if applicable.

REPORT CARDS:

Report Cards are distributed digitally four times during the school year. All report card information will be on the Parent Portal (internet) for PowerSchool. If a parent is not on the parent portal, they can contact the school for assistance with accessing it. If a student does not receive a report card, the school should be notified immediately. Support is always available for additional academic help. Tutoring is offered upon request or recommendation.

HONOR SOCIETIES:

- **National Honor Society-** Being a member of the NHS shows that you are among the best students in your class, not just in terms of academics but also in terms of leadership, service, character, and commitment to community service.
- **English National Honor Society-** For students who meet the criteria of eligibility to participate in the National English Honor Society. Applications are required.
- **Math National Honor Society-** For students who meet the criteria of eligibility to participate in the National Math Honor Society. Applications are required.
- **Rho Kappa (Social Studies Honor Society)-** For students who meet the criteria of eligibility to participate in the National Social Studies Honor Society. Applications are required.
- **Science National Honor Society-**For students who meet the criteria of eligibility to participate in the National Science Honor Society. Applications are required.
- **Spanish National Honor Society-**For students who meet the criteria of eligibility to participate in the National Spanish Honor Society. Applications are required.
- **Tri-M - Music Honor Society-**Advanced students, by audition, play more difficult music as a select ensemble and put on performances.

TIGER ACADEMY (HEMPSTEAD ALTERNATIVE HIGH SCHOOL)

This pathway enables students to earn their high school diploma by completing all the necessary credits as determined by New York State. Tiger Academy operates Monday through Thursday from 3:15 p.m. to 7:15 p.m. This is our credit recovery program. This pathway provides our youth with the opportunity to recover credits and take courses that they previously failed during their daytime schedule. **Students are not able to recover credit during their daytime schedule unless authorized by the principal.**

SUSPENSION PROGRAM (GRADES 9-12)

This program is offered to students who have been assigned to out-of-school suspension, ranging from 1 to 5 days, as well as those with longer-term suspensions, in accordance with New York State laws. Students can obtain social and emotional support, as well as any additional support necessary, to be restored to their school building. This program runs from 3:15 P.M. to 7:15 P.M.

SATURDAY ACADEMY

This program offers students' academic support through homework help, project assistance, and Regents review. Saturday Academy operates on Saturdays from 8:30 am to 12:30 pm. All students are encouraged to attend.

HSE/GED (HIGH SCHOOL EQUIVALENCY PROGRAM)

This pathway offers opportunities for students to complete secondary education who may not typically succeed in a traditional academic setting. Upon completing HSE, our students receive an equivalency diploma. This program is taught in English and offered on Saturdays from 8:30 a.m. to 12:30 p.m. for students aged 21 years or younger. **Hempstead School District Students Only.**

SAT/ACT TESTING RESOURCES

The ACT dates for 2025-26 are as follows:

September 13, 2025: Registration deadline is August 8, 2025.
October 25, 2025: Registration deadline is September 19, 2025.
December 13, 2025: Registration deadline is November 7, 2025.
February 7, 2026: Registration deadline is January 1, 2026.
April 4, 2026: Registration deadline is February 28, 2026.
June 13, 2026: Registration deadline is May 8, 2026.
Score release dates will typically follow a few weeks after each test date.

The PSAT/NMSQT test dates for the 2025-26 school year are as follows:

Primary Testing Window: October 6, 2025, to October 10, 2025.
Saturday Test Date: October 11, 2025.
Alternate Testing Date: Within the October window, based on school schedules.
Each school will choose its specific PSAT/NMSQT date within these windows, so it's best to check with your school for the exact date.

The **SAT dates for the 2025-2026 academic year** are as follows:

- **August 23, 2025** (Registration by August 8, 2025)
- **October 4, 2025** (Registration by September 19, 2025)
- **November 1, 2025** (Registration by October 17, 2025)
- **December 6, 2025** (Registration by November 21, 2025)
- **March 14, 2026** (Registration by February 27, 2026)
- **May 2, 2026** (Registration by April 17, 2026)
- **June 6, 2026** (Registration by May 22, 2026).

Make sure to register before the deadlines to secure your spot!

STUDENT SUPPORT SERVICES:

GUIDANCE:

The Guidance Office is open during school hours. Counselors are available to address problems related to educational and personal matters. Occupational information, scholarship materials, and college information are also available for students' use. Students are encouraged to visit their counselor for information and assistance.

GUIDANCE COUNSELORS

Jared Weir ..... Guidance Counselor
Marsha Hutchinson ..... Guidance Counselor
Genevive Edwards ..... Guidance Counselor
Ruth Gilbaud ..... Guidance Counselor
Veronica Ortiz ..... Guidance Counselor
Matthew Cuty ..... Guidance Counselor
Lourdes Ulloa ..... Guidance Counselor

TO MAKE AN APPOINTMENT

1. Speak to a guidance secretary.
2. The appointment slip will be sent to one of your classes with the date and time for your scheduled meeting, or the secretary will give you a pass at the same time you come in to make your appointment.
3. Keep your appointment. Please report promptly after you show your pass to your teacher. Your counselor will be expecting you.

4. Your appointment slip will be signed by your counselor to indicate where you have been and the time you left the guidance office to return to class. **YOU WILL NEED THIS PASS TO RECEIVE AN EXCUSED ABSENCE FROM CLASS.**

SCHEDULE CHANGES:

Schedule changes are made only by the administrator or guidance counselor. Teachers are not permitted to change schedules at any time. Schedule changes will be kept to a minimum. To control and facilitate the necessary changes, a definite procedure has been established.

1. Scheduling changes may only occur during the first 10 days of a semester and only for the following reasons:
    a. Conflicts,
    b. Missing a required subject
    c. Scheduled for a course already
    d. Add courses when there are not enough on the schedule
    e. A schedule change was determined to be an emergency by the administration
2. Students must complete an add drop form and/or schedule an appointment with the counselor when a schedule change is needed.

STUDENT RECORDS

The school district collects and maintains student records to report on the growth and development of individual students, to provide information to parents and authorized staff, and to establish a basis for evaluating and improving school programs.
Student record information contained in the cumulative record, also known as a permanent record, includes records of subjects and grades, credits, awards, promotions, standardized test information, school attendance records, health data, and other information that serves the educational interest of the student.

According to the "Family Education Rights and Privacy Act", the following people under the following circumstances may have access to student records without the need for written release**:**

- All school personnel who have a legitimate educational interest in the student.
- Parents or legal guardians upon written request. All rights of access, review, and release of records to parents/guardians are relinquished to the student when the student has reached 18 years of age.
- Officials of other schools or school Districts in which the student enrolls.
- Authorized representatives of the United States Government to audit federal projects.
- Persons who need student information in connection with a student's application for or receipt of financial aid.
- Organizations or individuals approved by the Superintendent of Schools or his/her designated representative to conduct educational studies.
- New York State Education Department and Middle States' Accrediting Organization to carry out the accrediting function.
- Persons who present court orders and subpoenas requesting access to records.

Requests for student information shall not be released to other third parties without written authorization from the parent/guardian, or the student if the student is 18 years of age or older.
A person who has the right to access also has the right to copy records or receive copies of the record at his/her expense.

Parents or legal guardians shall have the right to see their child's records and request deletion of inaccurate, misleading, or inappropriate data. Suppose an agreement between the parent and school cannot be reached regarding the expunging of material from a student's record. In that case, the parent may request a hearing before a disinterested third party. In each case, the hearing officer will be a certified person designated by the Superintendent of Schools.

SCHOOL TRANSFERS:

If you are relocating from the area or transferring your child to a different school district, please notify the registration office at least one week in advance. When reporting, parents should include the name of the new school and its address. The health and dental records, as well as final grades, will be mailed or faxed to the new school upon written request from that school.

RELEASE OF DIRECTORY INFORMATION

Directory information relating to a student includes the following:

- name,
- address
- telephone listing.

Directory information may be disclosed without the written consent of a parent, person in parental relation, or student 18 years or older unless the district is notified, in writing, that such directory information is not to be released. A form indicating that directory information is not to be released must be completed by the parent, person in parental relation, or eligible student and returned to the child's principal or guidance counselor.

The district's policy regarding the release of student directory information applies equally to military recruiters, the media, post-secondary educational institutions, and prospective employers.
The district's policy regarding the release of student directory information to the media applies to all students.

The district will not release such directory information to military recruiters if a parent, person in parental relation, or student 18 years or older has submitted a request to the district that the student's information not be released for such purpose without prior written consent. An application to deny release of student directory information by a parent, a person in parental relation, or an eligible student is available from each school's principal. It must be submitted by September 15 of each school year.

COLLEGE AND CAREER READINESS RESOURCES

Post Secondary Research for Portfolio
Directions: Of the following applicable options, choose three and complete each all prompts and questions.
Each must be well-researched, thought out, typed, and fully complete.

OPTION 1: 4-YEAR UNIVERSITY/COLLEGE

1. List of university/ universities applied to.
2. A copy of the completed applications.
3. Anticipated major, career choice, and an explanation of why you have chosen them.
4. Is your campus and curriculum on a quarter, semester, or trimester term system? Define your system.
5. Decide if you plan on being a full-time student (enrolled in at least 12 credits) or parttime student (less than 12 credits). Explain your choice.
6. Timeline: Make a plan for how many courses you will complete per term based on how many years you want to take to receive your bachelor's degree. Including summer and winter terms/courses. Goal: 4 years.
7. List of on campus clubs and national programs you are interested in joining during your years at this university. E.g. Fraternities, sororities, school newspaper, student government, sports clubs, philanthropies (volunteer and fundraising), etc.
8. Living options: Decide if you are going to live off campus and commute from home, or live on campus and dorm in student housing.
9. Estimate the total cost: Tuition & fees + Books & Supplies + Living expenses

Example: SUNY Farmingdale = $24,168
Tuition and fees: $8,076 + Books & Supplies: $1,200 + Living expenses: $14,892

OPTION 2: COMMUNITY COLLEGE

1. Name the community college you have applied to and chosen
2. A copy of the completed application
3. Anticipated major for an associate's degree, career choice and an explanation of why you have chosen them.
4. Timeline: Make a plan for how many courses you will complete per term based on how many years you want to take to receive your associate's degree. Including summer and winter terms/courses. Goal: 2 years
5. Transfer School: What university are you interested in transferring to after you finish your associate's degree? Why have you chosen this college/university? (you may choose more than one)
6. Living Options: Decide if you are going to live off campus and commute from home or live on campus and dorm in student housing.
7. List of on campus clubs and national programs you are interested in joining during your years at this university. E.g. honor society, business club, criminal justice club, film/media club, drama club, etc.
8. What part time jobs are presently available in your future career choice? Are you interested in working part time while in school? Explain.
9. Estimate the total cost: Tuition & fees + Books & supplies + Living expenses

Example Nassau Community College= $24,782
Tuition & fees: $5,632 + Books & supplies: $1,800 + Living expenses: $17,350

OPTION 3: MILITARY

1. Choose a branch of the military: Army, Marines, Navy, US Air Force, or Coast Guard
2. Explanation of why you chose it
3. Do you meet the height and weight requirements? What are they?
4. What other requirements do they have? Do you meet these?
5. Write the steps needed to join your branch by going to their website.

Army: www.goarmy.com
Marines: www.marines.com
US Air Force: www.airforce.com
Navy: www.navy.com
Coast Guard: www.uscg.mil

6. Research the careers and specialties available in your chosen branch and choose one of interest to you. Explain why you have chosen it.
7. List the benefits given to you by your chosen branch.
8. Write down the date you would expect to leave for Basic Training.
9. List three possible options of what you might do after you get out of the military. (Your The branch's website provides different possible choices after the military. For example, using your GI bill to go to college.

OPTION 4: TECHNICAL OR TRADE SCHOOL

1. Name of the technical skill or trade you have chosen. E.g. Electrical, Plumbing, Real Estate, Culinary school, Beauty School, etc.

2. Name of the specific school(s) applying to
3. Copy of the completed application.
4. Explanation of why you have chosen this technical skill/ trade, and the career associated with it.
5. Timeline: How many months or years will your training take? Be specific.
6. Living Options: if there are on campus living options, will you live on/ near campus or will you commute from home?
7. Do they offer any student organizations or clubs you would be interested in?
8. What part time jobs are presently available in your future career choice? Are you interested in working part time while in school? Explain.
9. Estimate the total cost: Tuition & fees + Books & supplies + Living expenses
Example: Electrical Training Center= $12,950
Tuition & fees: $10,680 + Books & supplies: $2,270 + Living expenses: N/A

OPTION 5: OTHER

1. Explain what you are planning to do after high school if options 1-4 do not apply to you.
2. What type of job are you planning on applying to? What company are you applying to?
3. What is the application process for this job? Attach your completed application.
4. How long do you plan on working in this specific job and company?
5. What possibilities for advancement exist in the job, particularly in the selected company?
6. What is the hourly wage for this job? What will your yearly income be?
7. Does this job offer health benefits?
8. What experiences are required for this job/company? Is there any training required? Explain.
9. What are other post-secondary possibilities you may want to explore? Explain.

Resume Formats and Examples

A resume is an outline highlighting an individual's personal, educational, and qualifications, and experiences. Resumes should include

Academic Resume for College Outline:

Education (school, degree, GPA, standardized test scores, etc.):

Activities (clubs, sports, tutor, etc.):

Honors & Awards (high honor roll, dean's list, all American, etc.):

Leadership Positions (president of a club, captain of a sports team, etc.)

Community Service (volunteer work):

Professional Resume for Job/Career Outline:

Professional Summary (outline personal strengths specific to the job, prior responsibilities applicable to the job, and be clear and concise) :

Core Competencies (highlight and list specific skills, such as: Microsoft Word, communication skills, POS system knowledge, etc.)

Professional Experience (List places of employment, with most recent at the top, dates of Employment, and list job responsibilities/gained skills under each different job:

Education & Credentials (List and date all education, degrees & certifications earned):

References (Provide at least three professional references, such as past employers or mentors. Include their full name, relationship to you, and contact information —either email or phone number. DO NOT use family members or friends)

WORKING PAPERS:
Working papers are available from Ms. Byrd Watkins in the 4th-floor team center at the end of the school day. Students who have poor attendance and/or are failing one or more classes may not be issued working papers.

COUNSELING:

SOCIAL EMOTIONAL SUPPORT/ MENTAL HEALTH:

THE TEAM CENTER
The Team Center is a collaborative partnership between the Hempstead School District, Community based organizations, colleges/universities, and government agencies. We also provide Social and Emotional Learning (SEL) counseling that allows individuals to develop skills for managing emotions, building relationships and making responsible decisions. These services will better enhance the student's ability to comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. The services are provided in the Team Center by licensed social workers, Ms. L. Byrd-Watkins, Ms. A. Lovisolo, Mr. Turenne, and Ms. R. Edgeworth (Social Worker Coordinator) psychologists, Ms. M. Paterakis and Dr. Kirby, and social work interns from different colleges and universities.

Some agencies that the Team Center partnership with are: The Bridge Program (516) 719- 0313, Family & Children Services, Hispanic Counseling Center (516) 538-2613, Nassau Haven, DSS, and Circulo de La Hispanidad (516) 292-2433

SPECIAL EDUCATION/ IEP SERVICES:

Hempstead Union Free School District provides a full range of services designed to meet the needs of preschool and school age students. The district is committed to fulfilling the obligations of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. The fundamental principle behind these federal laws is that students with disabilities are provided a free and appropriate public education in the least - restrictive environment.

COMMITTEE ON SPECIAL EDUCATION (CSE)

The Committee on Special Education (CSE) services school-age students that reside within Hempstead UFSD and are between 5 (or entering Kindergarten) and 21-years-old. Parents must register their child with the district prior to submitting a referral for evaluation or requesting special education services.

The Committee on Special Education is comprised of at least the following mandated members:

* The parents or persons in parental relationship to the student;

* Not less than one general education teacher of the student whenever the student is, or may be, participating in the general education environment;

* Not less than one special education teacher or not less than one special education provider of the student;

* A school psychologist;

* The CSE chairperson who is a representative of the district qualified to provide, or supervise the provision of, specially-designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general education curriculum and about the availability of the resources of the school district. An individual who meets these qualifications may also be the same individual appointed as the special education teacher, the special education provider of the student or the school psychologist;

* Such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill the role of the committee.

* The school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting;

* An additional parent member of student with a disability residing in the school district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting

* Other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate.

* If appropriate, the student

Subcommittees are utilized to review triennial evaluations and during annual reviews. The Subcommittee consists of the following members:

* The parent of the student;

* Not less than one general education teacher of the student whenever the student is, or may be, participating in the general education environment;

* Not less than one special education teacher, or where appropriate, not less than one special education provider (i.e., related service provider) of the student;

* A school psychologist.

* An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;

* Other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the committee or the parent shall designate. The determination of knowledge or special expertise of that person shall be made by the party who invited the individual to be a member of the Sub CSE.

* The student, if appropriate.

SPECIAL EDUCATION REFERRALS

In accordance with New York Education Law Section 4402 and Part 200.2, 200.4 and 200.5 of the Commissioner's Regulations, the CSE is responsible for evaluating all school-age students suspected of having a disability, identifying a disability (or determining that no disability exists), and recommending placement and type of special education programs and/or services within sixty (60) days of the date of receipt of consent for evaluation. Referrals can be made at any time during the twelve-month year.

A student suspected of having a disability shall be referred in writing to the Chairperson of the Committee on Special Education or to the building Administrator of the school that the student attends or is eligible to participate in an individual evaluation and determination of eligibility for special education programs or services. The school district must initiate a referral and promptly request parental consent to evaluate the student to determine if the student requires special education services and programs or if the student has not made adequate progress after an appropriate period of instruction in a multitiered problem-solving approach that utilizes systematically applied strategies and targeted instruction.

A referral for an initial evaluation may be made by:

- a student's parent, including an individual who is acting in place of a birth or adoptive parent;
  a designee of the school district in which the student resides
- the commissioner; and/or
- A designee of an education program affiliated with a childcare institution with a committee on special education responsibility.

A written request that the school district or agency refer the student for an initial evaluation may be made by:

- a professional staff member of the school district in which the student resides, or the public or private school the student legally attends.
- a licensed physician.
- a judicial officer.
- a professional staff member of a public agency with responsibility for the welfare, health, or education of children; or
- a student who is 18 years of age or older, or an emancipated minor, who is eligible to attend the public schools of the district.
- request parent consent to initiate the evaluation; or
- provide the parent with a copy of a request for referral; and
- inform the parent of his/her right to refer the student for an initial evaluation; and
- offer the parent the opportunity to meet to discuss the request for referral and, as appropriate, the availability of appropriate general education support services for the student, with:
  - the building administrator or other designee of the school district authorized to make a referral;
  - the party requesting referral if a professional staff member of the school district; and
  - Upon request of the parent of the school district, any other person requesting referral must have the opportunity to attend such a meeting.

A professional staff member of the school district who made a request for referral that results in a parent referral for special education must attend any meeting requested by a building administrator to determine whether the student would benefit from additional general education support services as an alternative to special education and receive a copy of any agreement to withdraw the referral.

EVALUATION AND RECOMMENDATIONS

The initial evaluation will consist of procedures to determine whether a student has a disability and to identify the educational needs of such a student. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be an evaluation for eligibility for special education. The review will include a variety of assessment tools and strategies, including information provided by the parent to gather relevant functional, developmental and academic information about the student that may assist in determining whether the student is a student with a disability and the content of the student's individualized education program, including information related to enabling the student to participate and progress in the general education curriculum.

The individual evaluation of the referred student must include, at no cost to the parent, at least:
A physical examination.

- An individual psychological examination, except when a school psychologist determines, after an assessment of a school-age student, that further evaluation is unnecessary. Whenever a psychologist determines that a psychological evaluation is unnecessary, the psychologist will prepare a written report of such assessment, including a statement of the reasons the evaluation is unnecessary, which shall be reviewed by the committee.
- An observation of the student in the student's learning environment, including the general classroom setting or, in the case of a student of less than school age or out of school, an environment appropriate for a student of that age, to document the student's academic performance and behavior in the areas of difficulty.
- A social history.

- Other appropriate assessment or evaluations, including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others, as necessary to ascertain the physical, mental, behavioral, and emotional factors which contribute to the suspected disabilities.

The district will ensure that:

- Assessments and other evaluation materials used to assess a student:
- are provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally.
- are used for purposes for which the assessments or measures are valid and reliable.
- are administered by trained personnel in accordance with the instructions provided by those who developed such assessments; and
- are selected and administered so as not to be discriminatory on a racial or cultural basis.
- Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a general intelligence quotient.
- Assessments are selected and administered to ensure that, when an assessment is administered to a student with impaired sensory, manual or speaking skills, the assessment results accurately reflect the student's aptitude or achievement level or whatever other factors the assessment purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, except where those skills are factors which the test purports to measure;
- Materials and procedures used to assess a student with limited English proficiency should be selected and administered to ensure that they measure the extent to which the student has a disability or needs special education, rather than measuring the student's English language skills.
- No single measure or assessment is used as the sole criterion for determining whether a student is a student with a disability or for determining an appropriate educational program for a student.
- The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or a specialist with certification or knowledge in the area of the suspected disability.
- The evaluation is sufficiently comprehensive to identify all the student's special education needs, whether or not commonly linked to the disability category in which the student has been identified.
- Technically sound instruments are used that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- Assessment tools and strategies are used that provide relevant information that directly assists persons in determining the educational needs of the student.
- The student is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, vocational skills, communicative status, and motor abilities.
- Assessments of students with disabilities who transfer from one school district to another school district in the same academic year are coordinated with such students' prior and subsequent schools, as necessary, and as expeditiously as possible to ensure prompt completion of complete evaluations.
- No student shall be required to obtain a prescription for a drug or other substance.

The CSE will arrange for specialized evaluations as necessary, utilizing appropriate resources outside the district. These assessments may include, but are not limited to, bilingual evaluations, psychiatric and neurological examinations, audiological evaluations, visual evaluations, vocational evaluations, and assistive technology assessments. Specialized evaluations are not limited to the initial evaluation process; they may be indicated at any time. The CSE shall maintain a list of appropriate resources and certified professionals for this purpose.

HEALTH OFFICE & MEDICATIONS:

STUDENT HEALTH AND MEDICATION

Students who are too ill to remain in class must request permission from their course teacher to report to the clinic, unless it is an emergency. When necessary, the parent/guardian shall be contacted, and a determination made as to whether the student shall go home or return to class. An Emergency Information Card must be made immediately by the

parent/guardian in person. The principal or designee shall permit a child to leave school only in the custody of one of the following adults:

- parent/guardian of a student, with photo ID.
- person listed on the Emergency Contact Card, with photo ID.
- a law enforcement Officer.
- an authorized worker from the Department of Children and Families.

It is recognized that medications may be essential for some students while in school. Only regulated, prescribed medication approved by the Food and Drug Administration (FDA) will be accepted for administering at school (Chapter 4-3, Section 3). A written order from a licensed physician, an advanced registered nurse practitioner, or a physician assistant must accompany over-the-counter or sample medications. All medications must be brought to school by the parent or guardian. Sunscreen and non-medicated Chapstick are permissible without an order.

When possible, all medications should be administered at home. If medication must be given at school, the following guidelines must be followed:

- A signed statement by the parent/guardian requesting the administration of medication must accompany all medication.
- Medication must be sent to school via a parent or guardian. It is not safe for children to deliver medicine to the school. This policy addresses safety concerns related to lost or stolen medications, students sharing prescription medications with others, and students taking medicines without proper supervision.
- Medication must be in the prescription container with the date, dosage, name of drug, and the student taking medicine without supervision.
- Parents should arrange for a separate supply of medication for school. Medication will not be transported between home and school.
- When any medications are <u>added</u> or <u>discontinued</u>, a new authorization is required.
- When medications, dosages, or times are changed, both steps must be followed:
- A written note from the parent requesting the changes must be sent to school, and then a new signed authorization form with the correct information must be completed.
- A <u>new label</u> from the <u>licensed pharmacist or licensed medical doctor, advanced registered nurse practitioner, or physician assistant order/prescription indicating the change must be sent to the school.</u> A fax is acceptable.
- Medication will always be stored in a locked cabinet at the school.
- Possession of drugs of any kind can lead to serious disciplinary action.
- <u>FDA-approved oral nonprescription (over the counter) or sample drugs will be dispensed only when accompanied by written orders from a licensed medical doctor, advanced registered nurse practitioner, or physician assistant.</u> Medication should always be stored in the container in which it was purchased. <u>Written parental/guardian authorization is needed for all prescriptions.</u> Cough drops will be treated as an over-the-counter medicine at school.
- Substances not to be given at school are all unregulated and /or non-FDA-approved products. Herbs, food supplements, home remedy treatments, dietary supplements, and/or folk remedies are a few examples of products that should not be administered at school. Parents should consult the child's physician about a schedule for using these preparations outside of school hours.
- No prescription narcotic analgesics are to be dispensed at school. The side effects make it unsafe for students to attend school while medicated with narcotics. Parents should consult the child's physician about a schedule for using these preparations outside of school hours.
- Liquid medication will be given in a calibrated measuring device. The parent/guardian should supply a calibrated measuring device.
- Special arrangements must be made if a student is self-medicating or attending a school-sponsored field trip, extracurricular activity, or after-school program.
- When medication is discontinued or unfinished at the end of the school year, medication not taken home by the parent within three (3) days will be destroyed.
- Planning and protocols for any medication or treatment that requires a one-time dosage for a specific intent are the responsibility of the Registered Nurse ONLY.
- Parents of students attending after-school programs will need to make arrangements with the after-school programs when medicines or treatments are required.

USE OF ASSISTIVE MEDICAL EQUIPMENT: CRUTCHES, CANES, WALKERS, WHEELCHAIRS, BRACES, SPLINTS

Medical devices, such as crutches, canes, walkers, wheelchairs, braces, and splints, are prescribed by medical doctors, advanced registered nurse practitioners, or physician assistants to facilitate mobility or provide support or alignment for an injured or deformed body part. Health professionals specifically fit these devices to a child, taking into consideration parameters such as height, weight, the required angle of alignment, and the degree of mobility assistance required. They then train the child/parent in the safe use and proper care of the device. To reasonable and safely accommodate the child who has been prescribed an assistive device in the educational setting, a medical order is essential in describing any activity limitations at school (i.e. no PE for one month), length of time device is to be used, any monitoring or nursing care needed during the school day (i.e. ice applications to injury, observe for pressure areas), and needed assistance in mobility on the school campus (i.e. elevator key, assistance with carrying books or extra set of books for home, extra time going from one class to the next). Parents/guardians are encouraged to communicate with the school clinic personnel regarding their child's medical needs during the school day while using any assistive devices. A parent or guardian without a healthcare provider's order for assistive devices, or who is unable to produce the necessary documentation for assistive devices, should be referred to the principal.

A student may be exempted from the regular physical education program upon receipt of a written request from the attending physician, advanced registered nurse practitioner, or physician assistant, stating the duration of the exemption. In all cases, the principal should be notified.

BEHAVIOR & DISCIPLINE:

HEMPSTEAD CODE OF CONDUCT: STUDENT-FRIENDLY GUIDE

Purpose

The Code of Conduct exists to help everyone feel safe, respected, and ready to learn at school. It applies in school, on buses, at school events, and anywhere school activities take place.

◈ Your Rights

- Feel safe and included at school.
- Be treated fairly no matter your race, religion, gender, identity, or ability.
- Learn in a peaceful and respectful environment.
- Understand school rules and explain your side of a situation if needed.

◈ Your Responsibilities

- Show respect to teachers, staff, classmates, and school property.
- Come to school every day, on time, and ready to learn.
- Follow the rules and ask for help when needed.
- Dress appropriately.
- Take responsibility for your actions.

◈ Dress Code Basics

- Wear clothes that are neat and not too revealing.
- Avoid clothing with offensive language, or references to drugs, alcohol, or gangs.
- No hats inside (unless for religious or medical reasons).
- Shoes must be worn at all times.

◈ What Not to Do

You can get in trouble if you:

- Fight, threaten, or hurt others.
- Disrespect staff or ignore directions.
- Bully, harass, or discriminate.
- Bring drugs, alcohol, weapons, or anything dangerous.

- Cheat on schoolwork or hack school technology.
- Skip school or leave without permission.

◈ Discipline: What Happens If You Break the Rules

Consequences can include:
- Warnings or calls home.
- Detention or in-school suspension.
- Loss of privileges (like sports or events).
- Suspension from school.
- In serious cases, long-term suspension or police involvement.

The school always tries to be fair, and you'll usually get a chance to talk about what happened.

◈ If You Have a Disability

If you receive special education or have an IEP/504 Plan, the school must consider how your disability affects your behavior before disciplining you.

◈ Searches

School staff may search you or your belongings if they suspect you have something dangerous or against school rules. Lockers and desks can be searched at any time since they belong to the school.

◈ How Parents Help

Parents are encouraged to:
- Make sure you're ready for school.
- Know the rules and support you in following them.
- Communicate with teachers and school staff.

STUDENT'S INQUIRY AND EXPRESSION

The district affords students and the school community the opportunity for freedom of inquiry and expression. The expression of students' attitudes, opinions, and ideas is vital to education in a democratic society. The First Amendment to the United States Constitution guarantees the right to freedom of speech to all Americans, including students.

However, while a student's constitutional rights are "not left outside the schoolhouse door," this constitutional guarantee does not include a license to interfere with the orderly conduct of classes, to force others to participate in particular forms of expression, or to violate the rights of those who disagree with a given point of view.

A student's speech may be subject to disciplinary action by school officials if such speech is:

- slanderous, i.e., spoken maliciously or without regard to the truth of the assertion. Clearly and immediately incites others to damage property or physically harm others.
- materially and substantially interferes with the regular operation of the school, including, but not limited to, the use of obscene or profane language.

School authorities may regulate the time, manner, place, and duration for the distribution of literature on school grounds. The courts have ruled that schools may regulate the content of literature to be distributed on school grounds only to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school.
Any written materials intended for distribution at Hempstead High School must have the written permission of the principal or his designee.

2025-26 STUDENT DISCIPLINE PROGRESSION

The Hempstead High School Student Discipline Progression is designed to ensure that all students and school employees can work and learn in a positive and safe learning environment. When implementing student discipline, students have the following rights and responsibilities, as outlined in the Hempstead District Student Code of Conduct. The administrative team of Hempstead High School is fully committed to adhering to the guidelines below.

STUDENT RIGHTS & RESPONSIBILITIES

"A right is a privilege to which one is justly entitled."

The Hempstead Public School District believes that students have the right to pursue an education in a safe and conducive learning environment. Concurrently, students have the corresponding responsibility to conduct themselves with respect toward fellow students, teachers, administrators, and self.

In addition, the Hempstead Public students have the following rights:

- the **right** to freedom of speech and expression.
- The **responsibility** to speak/act in such a manner that the expression of opinions, however, shall not interfere with the freedom of others to express themselves or interfere with a safe and orderly educational environment.
- the **right** to participate in district/school activities free from any form of discrimination, which may include race, color, religion, national origin, gender, sexual orientation, handicapping conditions, or economic status. Students may not be denied participation in any activity for any reason other than those established by State or school eligibility requirements and those requirements related to the purpose of the activity.
- The r**esponsibility** of consistently demonstrating good sportsmanship.
- the **right** to procedural due process guaranteed by the Constitutions of the United States and the State of New York and the New York State Education Law before disciplinary action is taken against them. Every student has the right to be informed of all school rules that pertain to student conduct. Before any punishment is given, the student will be apprised of the specific rule or regulation that has been violated. Students shall have the opportunity to refute any allegations presented against them.
- the **responsibility** for their actions.
- the **responsibility** to maintain as high a scholastic average as possible and to ensure that all work is their own work, and all sources are correctly cited.
- the **right** to be respected based on their attributes and to assume the responsibilities of meeting classroom obligations to teachers and fellow students.
- the **responsibility** for following the directions of faculty and administrators and for respecting school property and the property of others.
- the **right** to dress in a manner that is not distracting or otherwise disruptive of the educational process and does not endanger the health and safety of the student or other students.
- Students have the **responsibility** of dressing in a manner that is appropriate for school and reflects well on their character.
- the **right** to be educated in a safe, clean, and healthy environment.
- The **responsibility** to help maintain order, to pick up after themselves, and to obey all rules and regulations regarding order and discipline.
- the **right** to the use of schoolbooks and materials necessary for the furtherance of their education.
- The responsibility to take proper care of books/computer technology and materials, sign out books as required, return borrowed books and materials to the school when due and in good condition, and bring all appropriate materials for receiving instruction and completing assignments as required.
- the **right** to be represented by an active student government selected by free school elections.
- the **responsibility** to take an active part in student government by running for office or conscientiously voting for the best candidates and making concerns and problems known to their elected representatives.
- the **right** to be afforded channels of communication to the Board of Education.
  the **responsibility** to express their views concerning the operation of the school system with supporting rationale.
- The **right** to develop school publications such as school newspapers.
- the **responsibility** to refrain from libel and obscenity and to observe the standard rules for responsible

journalism.

- the **right** to have access to relevant and objective information concerning drug and alcohol abuse as well as access to individuals or agencies capable of providing direct assistance to those students with severe personal problems.
- The **responsibility** to be aware of the information and services available and to seek assistance in dealing with personal problems when appropriate.
- the **right** to have his/her student records available for inspection by his/her parents or legal guardian upon request, or by the student himself/herself, provided he/she is 18 years of age or older.
- the **responsibility** to be aware of the right to access and the guidelines governing such access.
- the **right** to be free from unreasonable intrusion upon themselves or their property by school personnel and/or police agencies.
- the **responsibility** to cooperate with a reasonable legal search and to be aware of actions which constitute serious and dangerous wrongdoing and to refrain from such acts (possession of controlled substances, weapons, hazardous materials, etc.) which may result in the necessity for such a search. See Section XIV regarding student searches, locker searches, and student interrogations.
- the **right** of access to computer technology.
- The **responsibility** to use computer technology responsibly and only for school-related purposes projects.

SURVELLIANCE

- Cameras are in use at Hempstead High School and can be used for disciplinary purposes.

SEARCHES:

- School authorities may lawfully search students and all their belongings, including backpacks, electronic devices, lockers, purses, clothing, and vehicles, if there is reasonable suspicion that prohibited contraband, or material may pose a threat to the health, safety, and welfare of the school population. Any illegal material will be seized. All lockers are, and shall remain, the property of the school. As such, students shall have no expectations of privacy in their lockers. Such materials may be used as evidence against the student in disciplinary, juvenile, or criminal proceedings. When a student's locker is being searched, the student may be notified and allowed to be present.

PHYSICAL RESTRAINT:

- Teachers and school authorities may use reasonable physical force to restrain students under the following circumstances: to quell a disturbance, to obtain possession of weapons or other dangerous objects, for self-defense, or to protect persons or property.

SCHOOL SAFETY

- The safety of all our schools is of top priority, and we work diligently to implement various strategies to provide the safest and secure environment for all our Hempstead students, faculty, and families. If a parent or guardian has concerns about their child's safety, please contact the principal or an assistant principal. Every student should feel safe and secure while attending school. Please help keep our school safe.

CHILD PROTECTIVE SERVICES

- Consistent with the district's commitment to keep students safe from harm and the obligation of school officials to report to Child Protective Services when they have reasonable cause to suspect that a student has been abused or maltreated, Hempstead High School staff members will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse and/or neglect or custody investigations.
- All requests by Child Protective Services workers to interview a student on school property shall be made directly to the building Principal or his/her designee. The principal or his/her designee shall set the time and place of the

interview. The principal or his/her designee shall decide if it is necessary and appropriate for a school official to be present during the interview. This would depend on the age of the student being interviewed and the nature of the allegations. If the nature of the allegations requires the student to remove any clothing for the Child Protective Services worker to verify the allegations, the school nurse or other district medical personnel must be present during that portion of the interview. No student may be required to remove their clothing in front of a Child Protective Services worker or school district official of the opposite sex.

- A Child Protective Services worker may not remove a student from school property without a court order unless the worker reasonably believes that the student would be subject to danger of abuse if he or she were not removed from school before a court order can reasonably be obtained. If the worker believes the student is at risk of abuse, the worker may remove the student without a court order and the parent's consent.

CONFIDENTIALITY OF COMMUNICATION

- The law of this state has traditionally recognized the concept of privileged information between a physician and a patient, between a lawyer and a client, between a social worker and a client, and between a member of the clergy and a parishioner, among others. Generally, information received by teachers, guidance counselors, and other school officials is not privileged and may be disclosed by the recipient at any time.

WEAPONS:

- Any student who has a weapon either on their person or in their locker at school or a school-sponsored event will be immediately suspended, and will most likely be arrested and detained, and recommended for expulsion.

TOBACCO USE:

- The Board of School Directors recognizes that tobacco use presents a health and safety hazard that can have serious consequences for both users and non-users, and the safety and environment of the schools. For purposes of this policy, tobacco use shall be defined as use and/or possession of a lighted or unlighted cigarette, cigar, and pipe; other lighted smoking products; smokeless tobacco in any form; and electronic cigarettes and other devices designed to replace traditional tobacco products or to deliver nicotine, flavor, and chemicals. The Board prohibits the use and possession of tobacco by any student at any time in a school building or on any school property, including buses, vans, and vehicles owned, leased, or controlled by the school district. The Board prohibits the use and possession of tobacco by any student at school-sponsored activities held off school property.

VANDALISM:

- Anyone found willfully causing damage to school property will be disciplined and must pay for the cost of replacement or repair (restitution). Parents will be contacted. Possible police and court involvement may be necessary for institutional vandalism.

CONTROLLED SUBSTANCES AND PARAPHERNALIA:

- It is prohibited to possess, use, distribute, or be under the influence of controlled substances or possess drug paraphernalia or alcoholic beverages in school, on school property, or at school-sanctioned functions. Any student found to violate this policy will be suspended pending an investigation. Appropriate counseling sessions will be scheduled, and local law enforcement officers may be notified.

PUBLIC DISPLAYS OF AFFECTION

- The private aspects of a personal relationship should be kept private and treated with the respect they require. Any dramatic, indiscreet display of affection will not be condoned. Repeated violators will be reported to the Dean for appropriate disciplinary action.

FIRE DRILLS

- School Board regulations and state law require one fire drill per month. In the event of an actual fire, the person activating the fire alarm should immediately notify an administrator of the specific nature and location of the fire.
- **When the fire alarm sounds, the teacher will take these actions:**
  1. A student will be directed to lead the class from the room in a single-file line to the nearest available exit (as posted in the room). Conduct is to be exemplary.
  2. Classroom doors should be closed after the last student exits.
  3. Attendance must be called outside and again upon return to the building.
- If the fire signal is sounded when pupils are passing in the corridors, after dismissal in the afternoon, during pep rallies and assemblies, or whenever students are moving freely about the building, the students should quietly fall into line and immediately proceed in an orderly manner to the nearest available exit.

FIRE DRILL PROCEDURES:

- Exit signs are in every classroom. During drills, classroom teachers will ensure that all doors are closed and escort their students out of the building as promptly and orderly as possible. Fire drills may be conducted even if an exit is blocked. If an exit is blocked, never use that exit; instead, continue to the nearest exit. If the return signal sounds after the close of the period from which students left the building, they are to return to the same class and listen carefully to the announcements for instructions.

EMERGENCY PHONE CALLS

- All emergency telephone calls to students will be directed to the Attendance Office.

SAFETY DRILLS

- Safety drills are required by law at regular intervals and are a necessary safety precaution. It is essential that when the first signal is given, everyone obeys promptly and clears the building by the prescribed route as quickly as possible. The teacher in each classroom will provide students with instructions.

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual

SECURE LOCKOUT! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

TEACHERS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Do business as usual
Take attendance

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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K12 2025 STANDARD RESPONSE PROTOCOL

ATTENDANCE POLICY

New York State law requires that each minor from the age of six to sixteen years of age must attend school and remain in attendance through the end of the school year in which the student reaches sixteen or graduates from high school.

In addition to the mandated attendance for each student, the Board of Education also recognizes that regular school attendance is a crucial component of academic success. Through the implementation of this policy, the Board expects to:

- Reduce the current level of absences, tardiness, and early departures (New York State refers to these as "**ATED**s") that are unexcused.
- Encourage full attendance by all students.
- Maintain an adequate attendance record-keeping system.
- Identify patterns of student ATED.
- Develop effective intervention strategies to improve school attendance.

This policy shall be in effect for the entire twelve-month school year, including summer school, if offered.

When a student is absent, tardy, or leaves early from class or school without an excuse, designated staff members will notify the student's parent(s) by phone of the specific ATED, remind them of the attendance policy, and review ATED intervention procedures with them.

This attendance policy will be explained to the parents at a back-to-school event held at the beginning of each school year. The parents' responsibility for ensuring their children's attendance will be stressed at this time. School newsletters and publications will include periodic reminders of the policy's components.

ABSENCES/ ATEDS

To achieve success in school, each student should maintain regular school attendance. It is the responsibility of each student to attend every assigned class. The district has established an attendance policy that calls for the monitoring of student absences, tardiness, and early departures. (**ATED**s.) This policy identifies categories for both **EXCUSED and UNEXCUSED ATEDs**. All ATEDs must be accounted for. It is the ***parents' responsibility*** to notify the school attendance office within 24 hours of the ATED.

EXCUSED ABSENCE:

Written notes, either from a doctor or a parent, will be required to justify a student's absence for any amount of time that is missed. If the absence exceeds three (3) consecutive days, a note signed by a doctor will be required. Please ensure that the note is signed and dated and then turn it into the attendance office upon school entry. It is imperative to keep absences to a minimum. Students need as much time in class as possible to ensure retention and academic success.
The following list represents the *only* reasons an ATED would be categorized as excused:

ABSENCES(EXCUSED)

- Personal illness or injury
- Death in the immediate family
- Sickness in the immediate family
- Religious Holiday observance
- Required court appearance/legal obligation
- Medical appointment
- Pre-approved college visit
- Cooperative work programs & Internships
- School-sponsored field trips and interscholastic competitions
- Approved visits to support staff offices

- Dismissal by the nurse
- Out-of-school suspension
- Road tests
- Interruption of student transportation caused by the assigned bus company
- Weather-related
- Family obligations with an absence of five (5) days or less
- Any other obligation that the principal may approve

Any student who is reported absent, regardless of whether the absence is excused or not, and is present on school grounds may be subject to disciplinary action.

UNEXCUSED ABSENCE:

If a note is not received in the required three (3) days, the following will apply:

Step 1: 5 Unexcused Absences (Consecutive or Nonconsecutive)

- A **Certified Notice of Excessive Absence** is sent to the parent/guardian.
- The student is referred to the **Truancy Support Team**.
- A **Student Attendance Intervention Plan (SAIP)** meeting will be scheduled with the student, parent/guardian, counselor, and relevant support staff.
- The purpose is to understand the cause of absences and develop an improvement plan.

Step 2: 6 or More Unexcused Absences

- A **second formal attendance letter** will be issued documenting ongoing concerns.
- Additional interventions may include:
  - Home visits
  - Case management by support staff
  - Referral to school-based mental health services
  - Coordination with community agencies or family support services
- If the student is **under the age of 16**, and there is persistent non-attendance despite interventions, the case may be referred to the **Department of Social Services** if **educational neglect is suspected**.

ABSENCES (UNEXCUSED)

Any absences other than the above-listed ATEDs would be categorized as unexcused**.** Examples may include, but are not limited to, the following:

- Overslept/tired
- family vacations,
- student job commitments, dropping off family members at another school,
- Missed bus/ride/traffic
- Appointments other than those already listed.
- Sporting activity is not a part of the interscholastic program

The building principal may review and amend students' attendance codes and eligibility status on a case-by-case basis.

In the event a student becomes ill, the student should notify a staff member who will accompany him/her to the Nurse's office or provide a pass for the same., Under no circumstances should a student leave the school building or grounds and return home on his/her own volition.

DATA COLLECTION

The nature of an ATED shall be coded on a student's record using the applicable codes as set forth by the district. Student ATED data shall be available to and reviewed by the designated attendance personnel on a weekly basis.

Where additional information is received that requires corrections to a student's attendance records, such corrections will be input to the data system immediately by the attendance staff. Notice of such a change will be forwarded to the appropriate school personnel, subject to applicable confidentiality rules.

Attendance data will be analyzed on a weekly basis to identify patterns and trends in student absences. Parents will be notified by attendance personnel of any student with more than five absences in a single class. Continuous monitoring will be conducted to identify students who are absent, late arrivals, leave class, or leave school before their scheduled dismissal time.

Where consistent with other school practices, teachers and staff shall refer students in the hallways who are absent from a class period without excuse to the Dean or other building administrators.

DISCIPLINARY CONSEQUENCES

Unexcused ATEDs will result in disciplinary action consistent with the district's Code of Conduct. Those penalties may include, but are not limited to, detention, in-school suspension, or possible referral for a P.I.N.S.D. (Person in Need of Supervision Diversion) proceeding,

Students who are absent from school for any part of the school day (other than for a verified appointment) may not attend any extracurricular activities or functions on the day of their absence, either as a spectator or participant. Such activities and/or functions may include, but not be limited to, interscholastic athletics (practices and/or games), field trips, dances, proms, concerts, club meetings, play rehearsals, or any other school-related activities.,

In addition, attendance office personnel will contact the student's parents and the student's guidance counselor when a student has accrued 5 five ATEDs. Such staff member(s) shall remind parents of the attendance policy, explain the ramifications of unexcused ATEDs, stress the importance of class attendance, and discuss appropriate intervention strategies to correct the situation.

TARDINESS:

A student is considered tardy to school if they arrive in the building after 7:30 AM. Students will be required to sign in each morning and are subject to the building's tardy detention procedure. A student is considered tardy to class if attempting to enter the classroom after the three (3) minute travel period between classes without a valid written hall pass. A student can be considered absent from class if they arrive more than fifteen (15) minutes late without a valid hall pass. The principal or other building administrator shall take appropriate disciplinary action for acts of truancy or tardiness. These actions may include, where applicable, credit denial for the course. Absence and tardiness from school will be recorded as part of each student's record. See also Attendance/Grade Policy.

CLASS SKIPS:

Students are expected to report to their scheduled classes on time and remain in those classes unless otherwise noted by the teacher. Any student who refuses to attend classes will receive the appropriate disciplinary consequences. Which will be progressive as follows:

- 1st skip: Teacher will conference with student.
- 2nd skip: Teacher will assign detention, parent/guardian contact, and referral to the student's counselor for intervention.
- 3rd skip: Escalation in discipline consequence, which can include the assignment of detention, parent/guardian contact, and counselor referral.
- 4th skip: Added to cumulative, full-day, unexcused absences. (refer to Unexcused Absences)

If a student is habitually absent, the responsible administrator may, at his/her discretion, schedule an Informal Hearing for further investigation and resolution.

LATE ARRIVALS

Any student arriving at school after class has begun must report to the Attendance Office. An admission slip will be issued indicating whether the tardiness or absence is excused or unexcused, as the student may receive an excused sign-in. A student must have a signed note from a parent or guardian explaining the reason for the tardiness or absence.

EARLY DISMISSAL:

Parental requests for early dismissal must be made in advance, and the decision to grant the request is at the discretion of the building principal or his/her designee. All requests for early dismissal must be confirmed with the parent or guardian before any action is taken. Students should not leave the school grounds during school hours without obtaining the permission of the principal or their designee. Students who expect to go for an early dismissal at any time must follow these three steps:

1. Bring in a note with a parent/guardian signature and give it to the Attendance office at the beginning of the day. The student will receive an early dismissal pass to present to the teacher and the main office before leaving.
2. Students must notify teachers in advance when they are expected to leave a class early or miss a class due to an approved release from school.
3. The parent/guardian is to enter the building and sign the early dismissal log.

Special note: Friends and relatives may not pick students up without parental permission. Notable exceptions may be made in emergencies if approval is obtained from an administrator.

TRUANCY

Truancy is the absence from school without the knowledge or consent of the parent or school. Such absences are an infraction of school regulations and will result in disciplinary action. Disciplinary action may range from counseling to external suspension. Makeup for time missed due to truancy will be at the discretion of the principal or his designee.

STUDENT ATTENDANCE-EXAMINATIONS

Student attendance is mandatory for all examinations, including those given in class. Students are required to take tests on the given dates and times.

The scheduling of personal appointments, vacations, or meeting obligations other than those of an emergency nature shall not constitute a valid reason for missing an examination. It could result in a grade of zero.

Valid reasons include illness or injury confirmed by a physician's note, death in the family, court appearance confirmed by court documentation, or placement in a facility. Notification to the Principal or his designee is mandatory. The teacher or department supervisor will determine eligibility for make-up examinations. Once the absence has been approved, the teacher or department supervisor will contact the student to reschedule the exam.

For security reasons, valuables should not be brought to any examination room during formal and/or in-class exam periods. Valuables may include, but are not limited to, hats, books, purses, backpacks, coats, and electronic devices. Hempstead High School is not responsible for lost or stolen items; therefore, only items needed for the specific exam should be brought into the testing area.

GUIDELINES FOR STUDENT CONDUCT WHEN TAKING EXAMINATIONS

- Students must follow all directions given in the examination testing room:
- Students may not talk while test papers are in their possession.
- Students may not leave the testing area without proper supervision or until dismissed by the head proctor. During Regents examinations, students must stay for a minimum of two hours.
- No student may give aid to or receive aid from other students.
- Students may have only prescribed materials in their possession.

The following are three areas of negative student conduct during an examination:

Blatant Cheating (written and/or oral communication concerning the subject matter of that specific test.)

- A student who is providing or receiving unauthorized information.
- The prescribed staff member will notify parents of the penalty for cheating.
- If a student has been found guilty of committing, or of attempting to commit, fraud in a Regents examination, the principal is authorized to cancel the student's examination
- Suspected Cheating (talking, looking at another paper, signals, etc.)
  Written documentation signed by the proctor and the student will be forwarded to the designated administrator.
- If a second incident occurs, the student is to be removed from the examination room, and the test is to be invalidated with a score of zero.
- No make-up will be permitted, and parents will be notified.
- Improper Conduct (leaving the seat or the room without permission, pencil passing, etc.)

During any exam, a student suspected of misconduct will be warned once.

In the second instance, or if it occurs at the end of the testing period, the student will be referred to the designated administrator.

SCHOOL LIFE:

CLOSED CAMPUS

To maintain a safe and orderly learning environment, only visitors with legitimate business are allowed on the high school campus. All visitors and guests must register at the visitor's sign-in desk in the "B" building immediately upon entering the campus.

IDENTIFICATION BADGES

A student must always wear their school identification badge. Student IDs and/or identification numbers will be needed to enter the building each morning and to secure lunch. The ID can be used for the library media center or any other purposes as designated by school officials. A student must be able to present their ID whenever asked by a school employee. **Students who fail to produce a School ID upon request by any school board employee may be subject to consequences as outlined in the Code of Conduct.**
Replacement student identification badges are five dollars and may be purchased in the library media center before or after school.

VALUABLES

Students are discouraged from bringing unnecessary valuables and large amounts of money to school, as they are responsible for their safekeeping. Valuables (including textbooks, clothing, wallets, and purses) should never be left unattended.

LOST AND FOUND

Any items found on campus or in the building should be reported to the Main Office. A student may check the Lost and Found bin before or after school. Items will be discarded at the end of each nine weeks.

STUDENT DRESS CODE/UNIFORM POLICY

The Hempstead School District will continue its uniform policy for students in grades K-12. Students who do not adhere to the proper dress code will be asked to change for the first infraction/violation. Multiple violations of the dress code policy will result in increased disciplinary actions.

Hempstead School District
Uniform and Student Dress Code Policy

ACCEPTABLE Tops and Shirts:

- Collared Shirts and polos: Solid colors
- Sweaters/cardigans: Solid colors

ACCEPTABLE Bottoms- Pants, Shorts, Skirts, Dresses

- Black or Khaki Pants or Shorts (**No shorter than 3 inches above the knee**)
- Black or Khaki Skirts (**Knee length or longer**)
- Black or Khaki Dresses (**Knee length or longer**)
- Hempstead Logo Sweats or Pajama Pants (**Must have Hempstead Logo)**

CLOTHING ITEMS THAT ARE UNACCEPTABLE AND NOT PERMITTED:

To ensure safety and compliance with Hempstead School District's dress code policy and rules, student is **NOT permitted** to wear: **Flip-flops, slides, slippers, hoods, ski masks, bandanas, hats, bonnets, blue jeans, ripped jeans, tank tops, spaghetti straps, strapless tops, crop-tops, off-the-shoulder tops, or revealing clothing. LEGGINGS OF ANY KIND ARE NOT PERMITTED!** All pants and shorts must fit at the waist. No sagging or low-riding pants are permitted. Clothing must cover undergarments when sitting, standing, or bending. Students violating the dress code must comply with the district rules/guidelines.

LOCKERS

Lockers, which are school property, will be assigned to each student by the teacher. Only one (1) locker will be assigned to each student. Students are prohibited from sharing lockers or using any locker that is not assigned to them at any given time. Locks, other than the school-approved locks, will be removed. Students are responsible for maintaining their lockers to ensure that it is always locked to prevent "borrowing and stealing". The school is not responsible for lost or stolen articles. Students are advised not to give their locker combination to other students. All lockers are expected to be kept in a clean and orderly manner. Lockers are school property. The administration reserves the right to inspect lockers in accordance with the student's right and responsibility policy.

CELLPHONES AND ELECTRONIC DEVICES

Effective September 2025

In alignment with **New York State law** and to foster a safe, focused, and respectful learning environment, the Hempstead School District is implementing an updated cellphone and personal electronic device policy for all secondary schools.

Purpose

The use of cellphones during school hours can have a negative impact on student focus, academic performance, and social development. This policy supports student success by reducing distractions and creating a more engaging classroom experience.

Student Cellphone Expectations

- **Upon entering the building**, students must **store their cellphones** in their **assigned secure storage location**, such as a **lockbox** or **school-issued pouch system**, depending on the school site.
- Students will **not have access to their phones during the school day**, including in hallways, bathrooms, or lunch periods, **unless explicitly authorized by staff** for instructional or emergency purposes.
- Cellphones must remain **off or on silent** and **unseen** once stored.
- **Smartwatches, earbuds, and similar devices** are also considered personal electronics and must follow the exact expectations.
- **Testing:** Cellphones are **strictly prohibited** during testing. Students found with a phone during a test may receive a **test invalidation** and disciplinary action.

Exceptions

- **Academic Use:** If a teacher has received administrative approval for a lesson requiring personal devices, students may use phones under direct supervision.
- **Health & Safety Needs:** Students with documented medical needs or Individualized Education Programs (IEPs) requiring device access will be accommodated as per their plan.
- **Emergencies:** In the event of a **building-wide emergency**, access will be permitted at the discretion of administration.

Consequences for Violations

Offense	Action Taken
1st	Verbal warning and reminder of the policy; the phone is returned at the end of the day.
2nd	Parent/guardian contact, phone held by administration until the end of the day
3rd	Parent required to pick up phone, behavior documentation, and possible detention
4th+	Progressive discipline, potential loss of privileges, and a behavior contract

Parent & Family Communication

We understand that families may need to contact their child during the school day. In such cases, please call the **main office**, and we will ensure timely communication. Students are encouraged to check in with family **before and after school hours**.

Why This Matters

Research and Governor Hochul's initiative highlight the link between reduced screen time during school hours and improved student focus, mental health, and achievement. This policy reflects our shared commitment to academic excellence and the well-being of our students.

If you have questions or need support with the new system, please don't hesitate to contact your school's main office. We appreciate your partnership in helping our students thrive.

CAFETERIA: RULES AND REGULATIONS

- All students will enter the cafeteria and proceed to line up to purchase hot lunch or food items. Students should remain in line after entering the cafeteria. Students should not "cut" in line and should not be disorderly or violate any rules/regulations as contained in the Code of Conduct
- All students will discard all disposable food containers, utensils, food supplies, and/or trays into the appropriate trash bins. Said items will not be thrown or otherwise misused/consumed as anything other than what it was intended to be used/consumed.
- All students will clean the area where they have eaten.
- No food will be taken from the cafeteria that is served in the cafeteria lines during breakfast or lunch. Alternatives available after students have completed their lunch:
- Students may not leave the school grounds during or after their assigned lunch period under any circumstances.
- Students may not be able to return to their lockers without a pass
- Students may go to the library/media center and/or JROTC with prior permission and a valid pass from the media center staff and/or JROTC.
- There will be no loitering in the cafeteria, hallways, or corridors, or any prohibited conduct/behavior/activities.

FREE BREAKFAST/LUNCH

Students may be eligible for free or reduced-price breakfast/lunch and need to apply yearly, as previous eligibility remains in effect only until September 30th of the current year. Therefore, parents or guardians must reapply each year in September.

Questions or concerns about applications or eligibility should be addressed to cafeteria management.

OUTSIDE FOOD:

Students may bring lunch to school to eat in the cafeteria during the lunch period. Food delivery from any source (E.g., DoorDash, Uber Eats, etc.) is **not permitted.** Food delivered to the school will be confiscated. Students are not allowed to leave campus at any time during the school day to pick up outside food.

THEFT OF SERVICES

Obtaining a free or reduced lunch when the student is not eligible will be considered theft of services, and penalties will be incurred.

BUS REGULATIONS

The rules of common sense and courtesy are to be followed when riding on school buses. Riding the school bus is a privilege extended to students and conduct that endangers the health and safety of others will cause the removal of the objectionable student(s) from the bus. The bus driver's and/or the bus monitor's directions are to be consistently followed.

If a student does not conduct themselves properly on a bus, the bus driver is expected to report such misconduct to a building administrator. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal, the Superintendent, or their designees. In such cases, the student's parent will be responsible for ensuring that their child arrives safely at and returns from school or school-related activities.

A student subjected to a suspension from transportation is not entitled to a full hearing according to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the district official imposing the penalty to discuss the conduct and the penalty involved.

ASSEMBLY PROCEDURE

Assembly programs are considered an integral part of a student's educational program at Hempstead High School. To ensure that such activities can be integrated into the regular school program with maximum educational benefit, students must be under the supervision of their assigned classroom teacher to participate in the assembly program. No student will be admitted without a supervisory staff member escorting them.

CORRIDOR PASSES

Any professional staff member may give students a pass. The student must be given a pass stating the destination and the time the student left the classroom. Consideration must be given to the other teachers so that students are not detained from one class to benefit another. Any student in the halls **MUST** have a visible pass and must present it to security or any school personnel upon request. Any student without a valid pass who is not inside the proper classroom when the class begins shall be considered late for class. The classroom teacher shall admit students and take appropriate action, such as marking them tardy, requiring them to sign the late log, and assigning them to detention. Chronic lateness to class will be reported to the principal for disciplinary action. Passes will not be given within the first ten minutes of the period. Passes will not be issued within the last ten minutes of the period.

STUDENT VEHICLES ON CAMPUS

Students are permitted to park on school premises as a matter of privilege, not a right. All seniors who wish to drive to school must register their vehicle in the Dean's office.

Students operating a vehicle on school property must adhere to the following:

- Student must provide a copy of their driver's license, insurance card, and registration.
- Students must park only in those spaces designated as student parking.
- Cruising around the parking lot or loitering (sitting in, standing idly by) a student's car before, during, or after school is not permitted.
- Unoccupied cars must always be kept locked. School Board Policies do not cover damage or harm to private vehicles. The vehicle's owner must bear all losses.
- Speeding will be a reason for immediate and permanent revocation of driving privileges.
- Vehicles must not be used for locker or storage of books, gym clothes, etc.
- Transportation of other students off school grounds is prohibited.
- Driving privileges may be lost if a student is deemed academically ineligible, exceeds unexcused tardiness to school, cuts class or lunch, or is truant.
- Continued parking violations may result in a student's car being towed at the student's expense.
- Parking stickers are non-transferable.
- The issuance of a parking permit does not assure a parking space.

Hempstead Union Free School District retains authority to conduct routine patrols of the student parking lot and to inspect the exterior of students' automobiles on school property. Additionally, the interior of student vehicles may be examined whenever a school authority has "reasonable suspicion to believe that illegal or unauthorized materials are contained inside." Such patrols and inspections may be conducted without notice, without a student's consent, or a search warrant.

EXTRACURRICULARS & ATHLETICS: EXTRA/CO-CURRICULAR CLUBS:

ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES:

This policy applies to all extra-curricular activities, including, but not limited to, athletics, musical groups, clubs, and any other school activity conducted mainly outside of the school day on a not-for-credit basis.

Students shall meet all the following standards to be eligible for extra-curricular activities:
● Satisfactory progress toward graduation from high school as determined by the principal.
● Regular attendance at school as determined by the principal.
● Taking a full academic schedule as determined by the district's course of study and verified by the principal.
● Maintenance of a "C" average in the basic subjects of English, social studies, mathematics, and science. (Weighted grades shall be used for students taking weighted classes)
● Maintenance of "C" average overall. (Weighted grades shall be used for students taking weighted classes)
● Failure of any classes will jeopardize eligibility.
● Any disciplinary action may impede or interrupt the ability to participate in practices or games. (i.e., detention, OSS)
● Students must be in school for the whole day or a minimum number of instructional periods (usually half the school day) to be eligible for practice or competition that day.
● Absences due to illness, truancy, or unexcused lateness typically make the student ineligible for participation that day.
● Excused absences, such as a doctor's appointment with a note, religious observance, or family emergency approved by administration, may allow participation — if pre-approved by the school.

Grades earned during summer school shall apply to fall extracurricular activities instead of the grade earned after the regular school year.

The student must attend school on the day of the scheduled extra-curricular activity to be eligible for participation. Extra-curricular activities should include athletics, club activities, concerts, school drama productions, and practice sessions or rehearsals associated with these activities.

The administration must review exceptional or emergency circumstances beyond the student's control that prevent attendance. When possible, students should request exceptions in advance. Consideration will be given to medical, dental, or extenuating family circumstances.

CLUBS, SPORTS, AND ACTIVITIES

All students are encouraged to join a club, activity, or sports team! Clubs meet after school. Below is a list of current clubs. Listen to the morning announcements for additional information. More clubs will be added.

CLUBS

The following is a list of extra/co-curricular clubs offered at Hempstead High School:

- **Student Government-**The Student Government Association serves as the vehicle through which students can participate in the formulation of institutional policies that affect academic and student affairs. Collectively express their views on matters of general interest to the student body.
- **Senior Class-** The Senior Class is involved in planning class activities (i.e., class trip, Senior Prom) to provide a variety of events to bring the class together as a whole. Additionally, the class performs community service and outreach.
- **Junior Class-** The Junior Class strives to instill school pride and spirit in the High School. It is involved in choosing the site for the Senior Prom and raising money for the event.
- **Sophomore Class -** Sophomore class members are involved in planning fundraising activities.

- **Freshman Class -** Freshman Club will meet collaboratively to help ease the transition to high school, bolster school spirit, fundraise for their Senior Prom, & increase freshman participation in school-wide events, such as Homecoming Week.
- **Cheerleading Varsity & JV-** The primary purpose of cheerleading is to create enthusiasm and support for the district's extra-curricular football and basketball teams. To serve as leaders and positive role models among students. Each team member must be aware of the time commitment and individual dedication required to achieve personal improvement and effective teamwork through responsibility and discipline.
- **Key Club -** The Key Club is a student-led organization dedicated to encouraging leadership through service to others.
- **Spanish Club-**For students who are interested in the Spanish language and culture.
- **Liberty Partnership-**The program offers academic, enrichment, tutoring, college and career exploration, life skills strategies, social and cultural experiences, and counseling.
- **Environmental Club-**The Environmental Club's goal is to increase our communities' awareness of how to become better overseers of the environment. In the past, we have planted trees on campus, recycled bottles and cans throughout the building, and planted flowers around the community. We have adopted animals from WWF and bring attention to environmental causes throughout the world.
- **Cookie Bookie Club-**Meet twice per month to discuss great literary works while enjoying some milk and cookies.
- **Drama Club-**The Drama Club has two yearly productions (fall and winter). All facets of theater production (set design, sound, lighting, staging, direction) are a part of the club's learning experience.
- **Black-Latino Club-**Students will collaborate to discuss current events and social issues and raise awareness to celebrate cultures across our school community.
- **Gaming Club-**Develop physical talents to the utmost potential. Engage in competitive activities while promoting safety, good health, and physical fitness. Allow students to experience both success and failure in an educational environment. Exemplify good conduct as a means for learning good citizenship. Instills confidence, leadership, and self-respect in students. Students will be better equipped to set goals and manage their time. Develop students' appreciation for diversity.
- **Pride For All Club-** This club is designed to help support and create awareness for students or friends and family members of students who identify as LGBTQQ. Everyone is welcome! The main focus of the group is to aid in creating a positive and safe school climate for those who identify. Students will always feel supported and will be given many opportunities to have their voices heard. The club will start with a social and supportive atmosphere with hopes of reaching levels of activism to support LGBTQQ while diminishing views of homophobia and transphobia. Additional emphasis will be placed on educating students, teachers, parents, and community members regarding school rules and policies while helping to eliminate harassment, bullying, and discrimination.
- **Robotics Club-** Explores the possibilities of robotic engineering, manufacturing, and coding. Engaging in competitions with peers from other schools using student created robotic creations. Our Team has won awards the past three years running so let's keep the tradition of success going.
- **Yearbook Club-**The Yearbook Club carries on the tradition of recording and publishing a chronicle of the school year by producing Hempstead High School's annual yearbook. Students in grades 9-12 who are interested in journalism, photography, and/ or graphic design are encouraged to join as members of the staff. The Yearbook Staff and Executive Board are responsible for developing a yearbook theme, the layout of the yearbook, photo content, and composition, copywriting, setting up page design with the publisher's online program, meeting strict deadlines, marketing, and distribution of the book. Involvement in the Yearbook Club offers students the opportunity to gain life skills, assume the responsibilities of working with deadlines, and work as a team.
- **Drum Club-**This club promotes building self-esteem in students by allowing students to express themselves through drumming. Students will have an opportunity to use their own creativity by developing their own rhythms

and collaborating with fellow drummers. Some other benefits include developing hand-eye coordination and listening skills, developing resiliency by mastering rhythms, learning to work as a team, and making new friends.

- **Law Club-**For students interested in the legal field and trial procedures, enjoy debating, or wish to become attorneys.
- **Art Club-**Students will be able to participate in activities and discussions around art, art theory, and creative expression.
- **Film Club- S**tudents will be able to participate in discussions around the film, analyze films and their impact, as well as learn about the film industry.
- **Fashion Club-F**ashion Club is a space where students can express themselves through fashion! We learn the basics of sewing, designing, the fashion industry, and modeling. Students will have the opportunity to participate in the annual fashion show, costume design production for the school play and creating their own fashion line.
- **Photography Club**-Students will learn the basic use of cameras, learn about the art of taking photographs, and gain practice using cameras to take strategic and beautiful images.
- **Act of Kindness Club-**Students will work on building self-esteem and raise school morale, everyone at our school should be shown that he or she really can make a difference. Our goal will be to bring everyone at our school together in a cooperative, caring way as well as remind students to look for the good they see in people. We wish to change the world with kindness.
- **Mindfulness Club-** Our goal is to empower students to manage their stress levels, improve their focus and concentration, and ultimately enhance their academic performance. We will connect with nature, focus on mindful eating habits, engage in mindful movement practices, and learn to appreciate the little things in life.

ATHLETICS AND AFTER-SCHOOL ACTIVITIES

The athletic and music programs of Hempstead High School are integral parts of the total educational program. These programs aim to provide students with a solid foundation in learning experiences, skills, and attitudes that are essential for success in school and life. Hempstead School District offers opportunities for high school students to participate in the following programs:

Band	Football/ flag football
Marching Band	Indoor Track and Field
Orchestra	Soccer
Vocal Ensemble	Softball
Baseball	Tennis
Basketball	Track and Field
Cheerleading	Volleyball
Cross Country	Wrestling

INTERSCHOLASTIC ATHLETICS

The Interscholastic Athletic Code and the entire Hempstead Public School District Code of Conduct apply to all persons addressed in this section of the code.

PHILOSOPHY

The district's athletic policy aligns with its academic philosophy. To that end, the district utilizes athletics to encourage students to become productive and responsible citizens in their community. Interscholastic athletics offer the opportunity to teach students skills and desirable character traits in a setting apart from the traditional classroom. Hempstead students can learn to be lifetime achievers by practicing self-discipline, loyalty, responsibility, respect for a healthy lifestyle, and commitment to teamwork and others in a competitive setting. The entire Hempstead community, comprising students, parents, coaches, teachers, and administrators, will work together to instill in students an appreciation for the values, principles, and goals that produce a student-athlete prepared for the challenges of today and tomorrow.

ACADEMIC REQUIREMENTS

A student athlete is eligible to play if he/she is a student of the Hempstead Public School District. If a student-athlete is failing more than one subject, the guidance counselor, teacher, student, parent, and coach will meet to review the case and develop an academic improvement plan. The counselor will provide the coaches with a failure list at both the grading intervals (Progress Reports and Final Quarterly Grades). Evaluations will be made periodically by the committee.

Report Cards and Progress Reports will be used to determine academic eligibility for student participation in sports, after-school activities, and clubs. Although an essential part of a student's high school experiences, they are not rights, but privileges that must be earned. Faculty and staff advisors are responsible for reviewing the grades of all participating students every quarter to verify club/activity eligibility. Students failing more than one subject will be declared ineligible, at a minimum, for five weeks.

Students who are ineligible due to unacceptable conduct will remain ineligible until they can obtain favorable attitude reports from the teacher(s) or staff involved. These students should be referred to the appropriate personnel for counseling and professional support.

Note: The principal will submit a seasonal report of incidents and progress to the Superintendent for review by the Board of Education. In addition, all academic requirements of the Code of Conduct shall remain in full force and effect.

ATTENDANCE REQUIREMENTS

To protect the health, well-being, and safety of the students participating in the interscholastic program (in addition to always encouraging and maintaining promptness in attendance in school), the following policy is in effect:
A team member must be in school before the tardy bell for the morning school session to be eligible to practice or compete in interscholastic sports for that day. Illness, oversleeping, unauthorized absence, and truancy, as outlined in the Code, exclude a student from participating in or playing on that day.
Examples of acceptable excuses are dental/doctor appointments, funerals, and college visitations, and as further set out in the Code of Conduct. Additionally, all attendance requirements outlined in the Code of Conduct shall remain in full force and effect.

CITIZENSHIP REQUIREMENTS

Good behavior is expected. Rude or disruptive behavior will not be tolerated on or off the field. Any insubordinate or disorderly behavior that endangers the health, safety, rights, or property of others is prohibited. Student athletes engaging in such activities are subject to suspension, and the case will be referred to the principal and the director of athletics for further action.

- On trips, a student must dress neatly and conservatively in appropriate attire as directed by the coach.
- A student athlete may be dismissed from a team by the coach if that player is affecting the morale of the team adversely, is uncooperative, is skipping practice, or is continually reporting late for practice.
- If a student athlete is cut from a team, he/she may go out for another sport in the same season. However, after a cut is made and the student "quits" the sport, he/she will become ineligible for the remainder of that sport season.
- Any student athlete who steals personal or school equipment will be suspended from the team. The case will be referred to the principal and director of athletics for further action.
- A student athlete shall not use, consume, possess, buy, sell, or give away alcohol, tobacco, performance-enhancing substances, or any controlled substance. (It is not a violation for a student athlete to have a legally defined drug specifically prescribed for the student athlete's use by his/her doctor).
- A student athlete shall not host parties where alcohol, tobacco, performance enhancing substances, or any controlled substances are present and/or used, NOR remain at parties where such illegal activities are taking place

CONSENT

The Consent Form, duly signed, shall be required of every student athlete qualifying for any athletic team. A Parent/Guardian and student athlete may be required to attend a required information night.

PENALTIES

Penalties are cumulative, beginning in grade seven, and will be assessed by the Director of Athletics.

First Offense – If a student-athlete admits to a violation, they will be suspended from one quarter of the regularly scheduled contests for which they are eligible and physically able to participate.

- Upon penalty assessment, the suspended student athlete must attend practice but will not be permitted to participate in contests as a team member.
- If the student athlete denies the violation and is later proven to have committed the said violation, he/she will be suspended for two sports seasons.
- If necessary, any penalty will carry over to the following sports season in which the student athlete participates.

Second Offense – The student-athlete will be suspended for the remainder of the sport season and will remain ineligible until they complete a rehabilitative program at a school-approved agency. If necessary, any penalty will carry over to the following sports season in which the student athlete participates.

Third Offense – The student-athlete will be suspended from participating in athletics for the remainder of their high school career.

Any disciplinary action involving a penalty shall be subject to review by the Board of Review, consisting of the Director of Athletics, the High School Principal, and a faculty member. Due process and appeal are available through the Superintendent, Board of Education, Commissioner of Education, and the court system, as further detailed in the Code of Conduct.

RESPONSIBILITIES:

COACH

- A coach must always keep foremost in mind the safety and welfare of all team members.
- A coach must know the rules of the sport and must teach all team members the correct rules, skills, tactics, and strategies.
- A coach must respect and gain the respect of players, positively control the players' behavior, and have good communication with all team members.
- A coach must be able to meet and work with parents effectively.
- A coach must control his/her emotions and actions to set a positive example for players and to continue to coach the sport during intense competition.
- A coach must develop and maintain a good rapport with officials and show respect and support for decisions made by officials.
- A coach must understand and cooperate in carrying out school, league, section, and state policies, procedures, rules, and regulations as they pertain to athletics.
- A coach must place coaching and athletics in their proper perspective.
- A coach must monitor closely the updated afternoon attendance roster and be familiar with the attendance of their team members. A coach should continue to emphasize the importance of good academic work and attendance.

PARENT/GUARDIAN

For purposes of this Interscholastic Athletic Code," parents" means parent, guardian, or any person in parental relation to a student.

- Before the start of any season, parents and students must meet with the coach and school officials to review the interscholastic athletic code and expectations. The student athlete may be ineligible to participate until such a meeting takes place.
- Parents must be knowledgeable of the rules and regulations their child has committed to as a student athlete and community member and must know the consequences of any violation of the laws and regulations and assist in their enforcement.
- Parents must be supportive and encourage their son/daughter to demonstrate appropriate behavior while representing Hempstead as a student athlete.
- Parents must hold their child accountable for his/her actions and help guide him/her in making proper decisions regarding all drugs, performance enhancement substances, alcohol, tobacco, and any illegal substances.
- Parents must be knowledgeable of individual team rules and expectations and address concerns regarding their child or their child's program to the coach.

- Parents must be knowledgeable spectators, know the rules of the game, and be role models for good sportsmanship. They should cheer our successes, encourage our efforts, respect our opponents, and be understanding in our defeats.
- The officials and coaches assigned to our athletic contests are well-trained, and each of them performs a necessary and challenging task. We could not run an organized interscholastic athletic program without them. Even when a parent may disagree with an official's or coach's decision during a contest, they should remember that these individuals are human beings and deserve respect.

PLAYER:

PARTICIPATION

Athletic participation is a privilege, not a right, extended to all students. In accepting this privilege, student athletes must assume specific responsibilities. The district expects student-athletes to demonstrate their appreciation through their appearance and conduct. Only those students capable of assuming these responsibilities will be permitted to share this privilege.

EQUIPMENT

If any equipment is lost or damaged due to the student-athlete's negligence, they are responsible for the cost.

INJURIES

All injuries must be reported to your coach immediately.

- The coach will fill out an insurance form. (If no insurance form is filled out, payment for medical treatment will not be made.)
- The insurance form will be sent to the parent/guardian with instructions on how to complete it.
- The student athlete may go to the school or family physician for treatment.
- The school will accept the responsibility within the limits of legal liability and the insurance being carried.
- Insurance questions should be directed to the school nurse.

MUSIC AND DRAMA PARTICIPATION CODE

CODE APPLICATION

The Music and Drama Participation Code and the entire Hempstead Public School District Code of Conduct apply to all persons addressed in the first Part of this code.

PHILOSOPHY

The district's music and drama policy align with the district's academic philosophy. To that end, the district utilizes music and drama to encourage students to become productive and responsible citizens in our community. Students in school productions will experience how musical and dramatic productions are run professionally from the beginning audition process to the final curtain call. Music and drama offer the opportunity to teach students desirable character and working traits, setting them apart from the traditional classroom. Hempstead students can learn to be lifetime achievers by practicing self-discipline, loyalty, responsibility, commitment to a group effort, as well as developing self-esteem through public performance. The entire community of students, parents, directors, teachers, and administrators will work together to instill in students an appreciation for the values, principles, and goals that create a student performer prepared for the challenges of today and tomorrow.

PARTICIPATION

Music and drama participation is a privilege, not a right, extended to all students. In accepting this privilege, Hempstead student musical and dramatic performers must assume specific responsibilities. The district expects participating students to show their appreciation through their conduct. Only those students capable of assuming these responsibilities will be permitted to share this privilege.

ACADEMIC REQUIREMENTS

A student performer is eligible to play if he/she is a student at the Hempstead Public School District. If a student participant is failing more than one subject, the guidance counselor, teacher, student, parent, and director will meet to review the student's case and develop an academic improvement program. The counselor will provide the director with a failure list at both the grading intervals (Progress Reports and Final Quarterly Grades). Evaluations will be made periodically by the committee.

In addition, all academic requirements of the Code of Conduct shall remain in full force and effect.

ATTENDANCE REQUIREMENTS

To protect the well-being and safety of the students and create a good musical or dramatic production, the following policy is in effect:

- Any student participants must be in school before the tardy bell for the morning session to be eligible to practice or perform on that day. Illness, oversleeping, unauthorized absence, and truancy exclude a student from participating in or playing on that day. (See attendance for list of excused absences.)
- Students must attend rehearsals on time. To be on time means being at least 5 minutes early. If an emergency prevents your attendance, you or your parents must contact the director immediately.
- Students must attend all practices. A student may be excused for up to three practices, provided a written excuse is given at least one week in advance. Absences from school due to illness, an athletic competition, or other valid school-approved activities will be considered excused absences. However, students should provide the director with a list of conflicts before the beginning of the rehearsal process.
- All students must be present at every rehearsal during the last two weeks of production.
- Repeated absences and tardiness may lead to disciplinary actions, including non-participation in certain scenes, musical numbers, or dance numbers, or removal from your part.

Additionally, all attendance requirements outlined in the Code of Conduct shall remain in full force and effect.

CITIZENSHIP REQUIREMENTS

Good behavior is expected. Rude or disruptive behavior will not be tolerated on or off the stage, in the auditorium, or at any place of performance, whether on or off school grounds. Any insubordinate or disorderly behavior that endangers the health, safety, rights, or property of others is prohibited. Students engaging in such activities are subject to suspension, and the case will be referred to the principal for further action.

- Students must dress in the appropriate attire as directed by the director.
- A student may be dismissed from the production by the director if he/she is affecting the morale of the production adversely, are uncooperative, are skipping rehearsals, or are continually reporting late to rehearsals.
- Any student who steals or defaces personal or school equipment will be asked to quit the production. The case will be referred to the principal for further action.
- A student performer shall not host parties where alcohol, tobacco, or any controlled substance are present and/or used, NOR remain at parties where such illegal activities are taking place
- Students must be responsible when selling tickets. All ticket money collected, and unsold tickets must be returned to the director before the first performance date. Failure to comply with the policy will result in the student not being eligible to participate in the production.

CONSENT FORM

A duly signed Consent Form (see Director) is required for every student participant who qualifies for any production. Parents and guardians, as well as students, may also be required to attend an information night.

EQUIPMENT

All student music and drama participants are responsible for any equipment used during a production. The following policies are in effect regarding equipment:

- All student-issued scripts and vocal parts must be returned to the director by the final performance of the show. Failure to return rented materials will result in the student being billed for the missing materials (most cost approximately $25.00 each).
- All robes, costumes, and props must be returned to the director following the final performance before the student greets the public. If a robe, costume, or prop is lost or damaged through the student's negligence, he/she must pay for it.
- Students are responsible for supplying their shoes and make-up. Information regarding these requirements will be given to participants at the initial rehearsal/information meeting.

INJURIES

All injuries must be reported to the director and parent or guardian immediately, and the following procedures will apply:

- The director will fill out an insurance form.
- The insurance form will be sent to the parent/guardian with instructions on how to complete it.
- The student may go to the school or family physician for treatment.
- The school will accept the responsibility within the limits of legal liability and the insurance being carried.
- Insurance questions should be directed to the school nurse.

RESPONSIBILITIES:

DIRECTOR

- A director must always keep foremost in mind the safety and welfare of all participants.
- A director must be educated in elements of theatre production and teach all performers the correct rules, skills, tactics, and strategies.
- A director must respect and gain respect from all performers, positively control the performers' behavior, and have good communication with all student participants.
- A director must be able to meet and work with parents/guardians effectively.
- A director must control his/her emotions and actions to set a positive example for performers and continue to direct during complications.
- A director must understand and cooperate in carrying out and state policies, procedures, rules, and regulations as they pertain to theatre and extracurricular activities.
- A director must place directing and theatre production in their proper perspective.
- A director must monitor closely the taking of attendance and the updated afternoon attendance roster of their participants.
- The director will develop a call-down emergency phone list to be used to communicate with participants if there is an emergency.
- If the director needs to make any changes in student participation, he or she will notify the student(s) and parent(s) before announcing the cast.
- A director should continue to stress the importance of professionalism, good academic work, and attendance.

PARENT/GUARDIAN

- Before the start of a production, parents and students may be required to meet with the director and school officials to review the entire participation code and expectations. The student may be ineligible to participate until such a meeting takes place.
- Parents must be knowledgeable of the rules and regulations their child has committed to as a student musical or dramatic performer and community member and must know the consequences of any violation of the laws and regulations and assist in their enforcement.
- Parents must be supportive and encourage their son/daughter to demonstrate appropriate behavior while representing the district on stage.
- Parents must hold their child accountable for his/her actions and help guide him/her in making proper decisions.
- Parents must be knowledgeable of the director's music or drama philosophy and expectations, and address concerns regarding their child or the child's program to the director.

- Parents must be knowledgeable of theatre etiquette and be role models for good citizenship. They should applaud their child(ren)'s success, encourage efforts, and respect and understand the director's wishes and intentions.
- Parent volunteer work is welcomed upon the director's request; however, all decisions and directions must go through the director of production (an employee or hired school official) first, before they are passed on to the students.
- The directors assigned to the music and drama program are well-trained and educated. Each of them performs a necessary and challenging task. The district could not run a quality theatre program without them. Even when a parent may disagree with a director's decision, casting, or direction, they should remember that these individuals are human beings and deserve respect.

TECHNOLOGY & MEDIA:

INTERNET/COMPUTER/TECHNOLOGY

Hempstead High School provides its students with access to educational computer technology, including the Internet, in select grades.

The District's Computer Network for Education Regulation 4526R form outlines the rules and regulations governing the use of the district's computer network system and access to the Internet. For students to have access to the district computer network system and the Internet, the Computer Network for Education Parental/Guardian Consent and waiver Form, in addition to the student agreement Form, must be completed, signed, and returned to either the student's advisory teacher, Library Media Center, or other designated receiver. Parents and students in particular grades will receive additional materials to further explain the technology privileges and responsibilities.

CYBERBULLYING

Students must not engage in cyberbullying activities:

- Inappropriate messages or emails
- Rumors sent by email or posted on social networking sites
- Sending or posting embarrassing pictures or videos through text messages, email, or websites
- Creating fake profiles

Students must report any suspicion of cyberbullying to a teacher or administrator as outlined in the Discipline/Bullying section of this handbook.

Digital Citizenship is defined as the norms of appropriate and responsible behavior regarding technology use. By embracing technology, students have a responsibility to model proper digital etiquette. Although the following list provides a good foundation for appropriate Digital Citizenship, it is by no means exhaustive. If you have any doubt about whether a contemplated activity is acceptable, consult your teacher or administrator.

DIGITAL FOOTPRINT

A digital footprint is permanent information that a student places on the web, usually through social media, and it is both searchable and can be copied and used by others elsewhere. A digital footprint can encompass anything from a blog to a picture, comment, or graphic, all of which are associated with you and your online activities. To reduce your digital footprint, avoid sharing personal information on websites or accepting cookies or tokens from third-party, insecure sites. These activities, along with your digital identity, help build a web reputation or profile. Be thoughtful in what you post online, as it will represent you forever and may have devastating negative consequences in the future.

Students should avoid engaging in active or passive Internet browsing, as this can result in a digital footprint.

- Passive – Accepting cookies or tokens from unknown or insecure websites.
- Active – Entering personal data on unknown persons or insecure websites.

PROHIBITED CONDUCT

With this educational opportunity also comes responsibility. Accordingly, students may not do the following while using Internet/Computer Technology Services on school property:

- Share their password or use another person's password.
- Disrupt the Internet or technology services of other people.
- Use inappropriate language while using the Internet/technology.

- Use the Internet/technology service for reasons other than those that are educational.
- Download/open games, music, software, or any form of pornography from the Internet.
- Violate the existing copyright laws.
- Tamper with the security system of the Internet or technology services.
- Misuse technology.
- Play games, including those used for entertainment, as well as gambling or games of chance
- Enter chat rooms.
- Use instant messaging.
- Vandalize or burglarize equipment.
- Harass, bully, intimidate, libel/slander/defame the person or reputation of a student, teacher, staff member, or administrator under the terms and conditions of this Code and applicable law, such as D.A.S.A., the terms and conditions of which are made part of this Code and incorporated herein. See Prohibited Student Conduct.

CONSEQUENCES OF VIOLATIONS

Violations of the above guidelines can lead to the following consequences, some of which could affect a student's ability to complete his/her coursework:

- Revocation of access privileges to the Internet
- Revocation of access privileges to district technology
- School disciplinary action, as detailed in "Disciplinary Penalties," and
- "Chart of Consequences of Violations" in this "Code."
- Appropriate legal proceedings, when applicable
- Restitution for repair or replacement of vandalized equipment
- Consequences, including legal proceedings as prescribed for violations of D.A.S.A.

SELF-IMAGE AND IDENTITY

A digital identity is the characteristics that a student uses to represent themselves on social media. Examples of these characteristics include an email address, home address, telephone number, birthdate, social security number, age, gender, ethnicity, height, hair color, and eye color. These characteristics, along with the digital footprint, create a web reputation or web profile.

- Students should properly represent themselves while online and should adhere to activities that will protect their reputation.
- Students should not provide personal information or monetary information to unknown or insecure websites.

RELATIONSHIPS AND COMMUNICATIONS

Students should adhere to the following Digital Ethics for online interactions

- Use appropriate language in the use of text messages, e-mail, online discussions, and blogs.
- Do not send e-mail that would be considered SPAM.
- Always fill in the Subject line of an e-mail.
- Do not forward chain e-mail.
- Do not provide personal or contact information to strangers

CREDIT AND COPYRIGHT

Students must always credit sources appropriately and follow existing laws governing Copyright and Fair Use. Plagiarism is a violation of the Code of Conduct and will be handled accordingly. Students should evaluate the quality, credibility, and validity of websites and provide proper credit and citation techniques.

PRIVACY AND SECURITY

Students should create and use strong passwords and adhere to privacy policies. A strong password or phrase of at least eight characters that is easy to remember but reasonably hard to guess and consists of numbers, letters, and special characters. Students MUST NOT share personal passwords. Students MUST NOT use the passwords of others. Students should only use appropriate websites and will notify district personnel of web-based problems.

LIBRARY MEDIA CENTER

PROCEDURES AND SERVICES

Students may select books from the online catalog, borrow and return them, and use online databases and internet resources. Students are encouraged to use the media center during lunch periods, free periods, or after school.
The media staff issues media center passes. Students should report to the media center by 9:30 A.M. to receive a pass.

CIRCULATION

Books may be borrowed for three weeks and can be renewed upon request. However, all borrowed materials should be returned on time. Overdue book(s) are subject to a fine of five cents per day they are overdue.
Overdue notices are sent to a student's advisory class as a reminder of overdue materials. Failure to return materials may result in the loss of library privileges. Additionally, if media materials are lost or damaged, students will be expected to cover the cost of their replacement.
The role of the media staff is to assist students in finding a book, improve their online search strategies, and enable them to become independent learners.

ONLINE AND NETWORK RESOURCES

Each year, the Media Center produces a brochure that lists resources available at school and on students' home computers. Student use of the network is determined by the terms established in the district's Acceptable Use of Technology Agreement. This agreement must be signed by all students and their parent/guardian and returned to the Media Center before the student uses the technology equipment.
Students can access the media center's webpage to find information to support their research process. This webpage can be accessed via the district website at www.hempsteadschools.org. Clicking on the top navigation link entitled "Departments" and scrolling down to the "Library" section will provide access.

POWERSCHOOL PARENT PORTAL

Guide for Parents & Guardians

The **PowerSchool Parent Portal** is a secure, web-based platform that gives you real-time access to your child's grades, attendance, schedules, assignments, teacher comments, and more.

Step 1: Access the Portal

1. Open a web browser (Chrome, Firefox, Safari, etc.)
2. Go to your district's **PowerSchool Parent Portal link**
3. Bookmark the page for easy access.

Step 2: Create Your Account (First-Time Users)

1. Click **"Create Account"**
2. Click the **"Create Account"** button again on the next screen.
3. Fill in your:
    - **First Name**
    - **Last Name**
    - **Email Address**
    - **Desired Username**
    - **Password** (must be at least 8 characters)
4. **Link Your Child to Your Account**:
    - Enter **your child's name**
    - Enter the **Access ID** and **Access Password** (provided by your child's school)
    - Select your **relationship to the child**
5. Click **"Enter"** to finish creating your account.

If you do not have an Access ID or Password, contact your child's school office.

Step 3: Log In

1. On the login page, enter your **Username** and **Password**
2. Click **Sign In**

If you forgot your password, click "Forgot Username or Password?" and follow the instructions.

Step 4: Navigating the Parent Portal Dashboard

Once logged in, you will see a menu on the left-hand side. Here's what each section means:

Menu Option	Description
Grades and Attendance	View current grades and attendance by subject. Click on a grade to view assignments.
Grade History	See historical grades by term.
Attendance History	Track absences and tardies.
Email Notifications	Set preferences for automated emails (e.g., weekly grade summaries).
Teacher Comments	Read teacher notes and feedback.
School Bulletin	Announcements from the school or district.
Class Registration	View or request course registrations (if applicable).
Account Preferences	Update email, username, password, and manage linked children.

Step 5: Add Additional Children

1. Go to **Account Preferences → Students** tab
2. Click **"Add"**
3. Enter the **Access ID** and **Access Password** for the additional child
4. Click **Submit**

Step 6: PowerSchool Mobile App (Optional)

1. Download the **PowerSchool Mobile app** from the App Store (iOS) or Google Play (Android)
2. Open the app and enter the **District Code** (usually found on the web portal)
3. Log in with your PowerSchool Parent account credentials

You can enable push notifications for grades, assignments, and attendance.

Need Help?

- **Contact your child's school** for Access ID/Password or general support
- Use the "Forgot Password" link for login help

Stay Connected, Stay Informed!

PowerSchool Parent Portal is your direct window into your child's academic progress. Regular check-ins help support learning and success.